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ABSTRACT

The conference was held by the North Country Reference and Research Resources Council as a means of communicating and cooperating with Canadian libraries situated in close proximity to the Northern New York State libraries composing the Council. Topics covered by invited speakers and round table discussions included: (1) cooperative library developments in New York State and in Ontario, (2) common goals in reference and research information services, (3) the Union Catalog of the National Library of Canada and its services, (4) new paths of libraries, (5) aspects of international cooperation including inter-library loans, cataloging, reference services and the organization of cooperative services, (6) conservation and restoration of library materials, (7) areas for special library cooperation, and (8) recruiting. (AB)

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NORTH COUNTRY REFERENCE AND RESEARCH RESOURCES COUNCIL

SUMMER CONFERENCE ON INTERNATIONAL INTER-LIBRARY COOPERATION

held at Clarkson College of Technology
Potsdam, New York
June 7 - 9, 1967

ED0 44117

PROCEEDINGS

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NORTH COUNTRY REFERENCE AND RESEARCH RESOURCES COUNCIL
CANTON, NEW YORK 13617

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FOREWORD

The North Country Reference and Research Resources Council had its beginnings late in 1964. Many hours were spent by many librarians and other interested parties to make it the first registered 3R group in New York State. It is not only the first such Council to be registered but it encompasses the largest area of any of the nine groups. As the membership stretches across Northern New York State it finds itself adjacent to Kingston, Ottawa and Montreal in neighboring Canada. It is only logical that the need for communicating and cooperating with the libraries situated so near is constantly recognized by the Council members.

From the awareness of this need evolved the planning of the Conference on International Inter-Library Cooperation held at Clarkson College, Potsdam, New York in June of 1967. The enthusiasm displayed was gratifying to the Council. Of the 75 persons attending 13 were from Canada, and 18 from outside the North Country.

On behalf of the Council I wish to express our deep appreciation to Mr. Donald Redmond, Mr. John Humphry, Mr. Henry Campbell, Dr. Roger Greer, Miss Martha Shepard, Mr. John Frantz, Mr. Harold Tribolet, Mrs. Elizabeth Tapia Kraus, Miss Jean Connor, Mrs. Josephine Mentley, Mrs. Margery Allen, and Mrs. Margaret Garner for their contributions to the program; Mrs. Mary Mallam and her committee for their untiring efforts to make the Conference a success; Mrs. Margery Allen and her committee for compiling and editing these proceedings, and those who attended for their participation.

Mrs. Mary Parker
President, North Country
Reference and Research
Resources Council

Editor's note: It is hoped that nothing has been included in these proceedings to reflect adversely on individuals and that nothing has been omitted to detract from the atmosphere of spontaneity and goodwill generated at the conference.

Speeches have been typed verbatim from copy submitted or approved by each speaker. In some cases reports of the Round Table meetings have been edited for the benefit of those not attending the sessions and may vary from the original submissions for that reason. Transcribing the discussions has presented the greatest difficulty because participants did not identify themselves and parts of questions or replies did not record well enough to be audible in typing from the tape. If I have been inept in attributing or interpreting, I apologize to those so victimized.

I am grateful for the skill with which Mrs. Ruth Romoda produced the rough draft from tape and for the excellence of Mrs. Mary Louise Mallam's initial editing. And to Mrs. Dorothy Reeder, the typist, I offer my sincere appreciation for so ably constructing the whole from its many assorted parts.

Mrs. Margery Milne Allen
Editor

List of Speakers

Wednesday, June 7

Dr. John W. Graham, Jr.
President, Clarkson College of Technology

Mr. John Humphry
State Librarian and Assistant Commissioner
for Libraries,
University of the State of New York
Albany

Mr. Donald Redmond
Librarian, Queen's University
Kingston, Ontario

Mr. Henry Campbell
Librarian, Toronto Public Library

Thursday, June 8

Miss Martha Shepard
Head, Reference Department
National Library of Canada, Ottawa

Mr. John C. Frantz
Director, Division of Library Services and
Educational Facilities
U. S. Office of Education
Washington, D. C.

Mr. Harold W. Tribolet
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Mrs. Elizabeth Tapia Kraus
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WEDNESDAY, JUNE 7

WELCOME: Dr. John W. Graham, Jr.

Cooperative Library Developments in New York State and Ontario

PRESIDING: Mrs. Mary Parker

SPEAKERS: Mr. John Humphry
Mr. Donald Redmond

Common Goals in Research and Reference Services

PRESIDING: Mrs. Mary Louise Mallam

SPEAKER: Mr. Henry Campbell

Welcome

Dr. John W. Graham, Jr.
President, Clarkson College of Technology

Introduction by Mrs. Parker, President of the Council

It is nice to see so many of you here and I am glad they have turned on some nice weather for us. We are privileged to have with us today Dr. Graham, President of Clarkson College, who will welcome us to Potsdam.

Dr. Graham, President of Clarkson College

We at Clarkson College are, of course, very happy to have you here with us. We have just gone through a very tense and anxious weekend of Commencement and I don't propose to smother you people with more words, but we are sincere about our delight in having you here. This stems in great part from our interest in the institutions in the North Country and the North Country itself. The libraries in the several institutions of higher education nearby have taken the lead in seeking to work together for the good of all. We at Clarkson are particularly happy because our holdings aren't quite what they ought to be. Indeed, we are far better in our service than we are in our holdings. One of the first projects in mind will be a new and expanded library for Clarkson College but priority has been given by the Board of Trustees to a new science center. Construction will begin on this $5.2 million project early next Spring and it will be built up here on what we call our Hill Campus. Some of you had lunch today in our new dormitory. We are going to build another beginning later this summer, so that gradually the center of focus will move to the Hill Campus and in a generation or so all of Clarkson College will be up here. We have, this year, 2200 undergraduate students and 200 graduate students. We are thinking in terms of growth, but more in quality than in quantity, if for no other reason than that our objectives and our programs have to be attuned to our resources.

Before I leave you I would like to say a word or two about the subject of higher education because I think that this problem needs discussion in a group of private as well as public institutions. As you all know, the Regents and the Governor have appointed a committee, chaired by Mr. McGeorge Bundy, who will study and report by the end of this year on the subject of public support for private higher education. And as you know, the State of New York has this very unique combination of public and private institutions. I am hopeful that the Bundy committee will come up with a conclusion that the private institutions are deserving of public support and that public money may be directed to our arena as well as the public education system. I am not here to preach the doctrine. We do not have time to justify this claim; but I think it a subject you ought to think about and talk about. What is the role of the private institution and the public institution in this mushrooming, developing, dynamic society of ours when it seems that every student wants to get an advanced education?

You are here for other things. We are glad to have you here. If there is anything we can do for you, please let us know. If you have any ideas about how we can cooperate more effectively with our neighbors, or through interlibrary loan around the northeast, please let us know. We would appreciate your help. It is good to have you here. Thank you very much.

Cooperative Library Developments in New York State

John A. Humphry
Assistant Commissioner for Libraries
State Education Department

Introduction by Mrs. Parker

Most ideas on library cooperation can be traced back a long way, and one could chronicle years of practical experiences with exchanges, interlibrary lending, and bibliographical enterprises of many sorts including cooperative cataloging.

Every library has demands for books and journals which go beyond its holdings. It is plain that to a greater or lesser degree each must be able to command resources outside its own collection.

British libraries have an almost bewildering complexity of interlibrary relationships of one kind and another. The place of the college library in this complex varies with the size of the library and the scope of its collection. The smallest library is linked in some way so that through library cooperation the resources available to a library's readers are immeasurably widened.

Perhaps the largest British cooperative library organization was founded in 1924 with the title of Association of Special Libraries and Information Bureaux, now usually called ASLIB. This was developed as a result of a conference held in Hertfordshire, on the initiative of a group of people working in the metallurgical research associations. The purpose was to facilitate the coordination and systematic use of knowledge and information in public affairs, in industry and commerce and in the arts and sciences.

While circumstances since its foundation have dictated that science and technology should prove the chief field of ASLIB's activity, its aim to "take all knowledge for its province" remains unchanged.

A comprehensive collection of material on all aspects of special librarianship is maintained. Some 300 periodicals related to the field are received regularly from various countries,and much of the material held is not available elsewhere in the United Kingdom.

The membership is now nearly 3000--compared with 300 in 1940. Approximately 80% of the membership is in the United Kingdom, though most countries of the world are represented and the United States and Canada have about 200 members. All members may borrow freely from the library.

ASLIB assists the special librarian or information officer in two principal ways: by supplementary information services depending largely on cooperation by member organizations, and by corporate activities such as meetings and conferences.

Throughout the world library cooperation in one form or another is constantly broadening and lengthening its scope. It takes several forms such as coordination of existing resources, extension of interlibrary loan, cooperation in acquisitions, centralized cataloging and bibliographic centers.

We are privileged to have with us this afternoon two gentlemen who will discuss cooperative library developments--each in his own region.

Our first speaker comes to us from Albany, New York. He received his baccalaureate degree from Harvard College and his library degree from Columbia University. He has held positions at the Harvard College Library, the New York Public Library, the Office of Scientific Research and Development in Washington, D. C. and at the Enoch Pratt Free Library in Baltimore, where he was Director of Book Processing. He was Library Director and Executive Director of the Springfield Library and Museums Association at Springfield Massachusetts; Director of the Brooklyn Public Library and in April of this year he was appointed State Librarian and Assistant Commissioner for Libraries, University of the State of New York at Albany--Mr. John Humphry.

Mr. Humphry

It is a real pleasure for me to have been invited to participate in this conference sponsored by the North Country Reference and Research Resources Council on International Interlibrary Cooperation. I am convinced, and your activity shows you are too, of the need and desirability of all librarians working together to upgrade their libraries so they meet accepted standards of service and to cooperate in marshalling our total resources to make books, other materials and information as readily available as possible for the people we serve. I pledge my continuing dedication toward this goal--the next step in library development throughout the country, and hopefully the continent.

To one who has joined the staff of the State Library as recently as I, a ten to twenty year retrospect presents an awe-inspiring vista. It is little wonder that the reference and research program has made so much progress in such a short time when one takes a minute to contemplate such a substantial record of achievement.

Mr. Humphry
Wednesday Afternoon
June 7

New York State is in an enviable position with respect to the development of libraries and the services they provide, as well as their effective coordination, aided and abetted by the State Library and its Development Division. You will be privileged to hear from Miss Jean Connor, the Division Director, in the course of this conference.

The system concept of library service has been tested and proved. Twenty-two public library systems now cover New York State and help provide services and resources for the general reader including students through high school age. The State's financial participation in improving the lot of community and public libraries has been but one factor in explaining the dramatic increase in their use. Among other factors are the innate desire of librarians to help each other and the people they serve, as well as the stimulation and professional guidance provided by the staff of the Development Division. Library systems are now a way of life. Almost all of the more than 700 public libraries of the State have been working cooperatively for a number of years; recent proposals for service to students who have completed high school and for individual researchers are in process of becoming a reality.

The Council which is sponsoring this program is one of these progressive systems and whose members represent the dedication of librarians in all kinds of libraries who strive to make library service better and more useful. This 3R's program is intended to serve the serious library user who has need for advanced material and who is an advanced student, faculty member, school teacher, or other professional person, businessman, industrial leader or independent researcher. Public library systems are also members of the reference and research resources systems. The fact that the North Country comprises a large area and relatively few people does not diminish the need for access to the resources and services research libraries provide. Your officers and leaders in the Council are to be commended for taking a firm stand on this point and for the search for solutions to the problems involved.

A bit of history may be in order. In 1960, following a period of ten years of successful experience with public library systems, the Commissioner of Education appointed a Committee on Reference and Research Library Resources to report on ways and means of providing quality collections of materials for the serious library user. In 1961, the report was issued and legislative attempts were begun to secure funds to set up regional cooperative associations of libraries with subject strengths and in-depth collections of book and non-book materials. These legislative attempts persisted until 1965 with repeated failures until Governor Rockefeller called his first Conference on Libraries. He emphasized the need for the reference and research approach to library programs and services as well as the need to use electronic equipment in library operations.

Data processing and other machine applications are being developed for the statewide programs of information services as well as for the State Library itself. There are three principal electronic data processing projects presently being developed at the State Library. The first involves the building of a system to maintain a research library catalog in machine form and flexible enough to print it in either book or card form. Since there is currently being planned the formation of a single cataloging center for the public libraries of the State, it is hoped that the center can utilize this proposed system design.

The second project is the automation of the Serials Section of the State Library. Such a comprehensive and ambitious project involving several thousand titles can form the basis of a union list of serials for the State and/or regions of the State.

A third project is the design by the Theodore Stein Company of New York of an acquisitions and processing system to be used in his developing catalog maintenance program. The design is based on a study he made of these operations at the Nassau Library System and the Suffolk Cooperative Library System. These initial steps in the field of EDP will quite naturally lead us into further projects to explore and test.

In addition to recommending that the 3R's program be instituted, additional state aid to the public library systems also was termed a need. All three of these major recommendations--EDP applications for libraries, the 3R's system and the strengthening of public library systems--have been implemented in some form and in varying degrees. In 1966, $700,000 was appropriated by the legislature for initiating reference and research programs; in 1967 the appropriation was increased to $850,000. This appropriation is a budgetary sum and is not mandated by a legislative formula, the method by which the public library systems are financed.

Among the recommendations implemented is the strengthening of the public library system concept, especially the feature involving central library aid. This is a long overdue provision and in keeping with present day philosophy whereby strong units of service are necessary if meaningful and quality library service is to be provided.

The first legislative appropriation was made in 1966 to begin the reference and research program. It is a remarkable accomplishment as well as a tribute to the librarians, trustees, and education leaders of the State and to Miss Connor, Mr. Tolman and their staffs that there are now nine systems organized to cover the entire State. In effect, these nine systems are associations of large public, academic and special libraries operating as a coordinated network to provide advanced research materials to serious users. It has become eminently clear that no library through its own resources can meet all the needs of researchers and its other serious users.

Librarians and other information specialists are now engaged in harnessing or marshalling the vast resources, printed, audio and visual of the State's larger and subject strength libraries for research purposes. This program is being conducted with leadership from the State Library, including its Development Division.

NYSILL AND FACTS

For several years there has been much talk among librarians about cooperation. This talk is rapidly becoming fact. State Library leadership is being assumed in two major cooperative projects. The first, FACTS, is a pilot experiment in facsimile transmission. The following libraries are part of a network linked to the State Library which serves as the switching center:

1. The New York State Library, Albany
2. The Research Libraries of the New York Public Library
3. Cornell University, Ithaca
4. Buffalo and Erie County Public Library, Buffalo
5. Monroe County Library System, Rochester
6. Columbia University, New York
7. SUNY at Potsdam
8. SUNY at Albany
9. Nassau Library System, Hempstead, L. I.
10. Suffolk Cooperative Library System, Bellport, L.I.
11. Westchester Library System, Mt. Vernon
12. Mid-Hudson Libraries, Poughkeepsie
13. Mid-York Library System, Utica
14. SUNY at Binghamton

Of these stations, the first six will have both sending and receiving equipment. Others will have equipment to receive only. The machines utilize equipment capable of transmitting an 8½" x 11" page in less than five minutes. When the system is fully operative, FACTS will have a switching system which will allow a station in the network to communicate with any other. The State Library will direct the entire network. This is truly a pioneering project; it is being evaluated and its worth will be carefully assessed, including costs, speed, kinds of material borrowed, and reactions of users. The experimental six month period will have been completed at the end of July of this year.

The second project is the further sophistication of the interlibrary loan program, one that the State Library has provided in traditional terms for many years in its role as a major support for the collections of other libraries throughout the State. A number of studies have been conducted in anticipation of this larger supporting role by the State Library. One of the findings of these studies is that somewhat more than one-fourth of the requests for titles being made of the State Library go unfilled and no further referral is made by us to other libraries in the State. The requests that are not met by the State Library were returned to the requesting library. One of the principal features of the more sophisticated proposal is the further search for requests throughout the State based on the strengths of a number of cooperating libraries.

Here is the way the system operates. Following a check of the holdings and availability of the requested title in the State Library, and in the event the title cannot be supplied, the request is referred to a principal public library designated a referral center or library. These are the Brooklyn Public Library, the Monroe County Library System with headquarters in Rochester, and the Buffalo and Erie County Public Library. Assuming the request is not filled by an area referral center, it is then returned to the switching center which is the State Library and forwarded to one of eight subject referral libraries. These eight libraries have agreed to accept requests in their special fields. They include the research libraries of the New York Public Library, Columbia University, Cornell University, the New York Academy of Medicine, Teachers College, the Metropolitan Museum of Art, the Engineering Societies and Union Theological Seminary. All cooperating libraries are reimbursed for their participation. The Interlibrary Loan Unit continues to be a part of the General Reference Department of the State Library.

Another role at the State level is the provision of advisory and consultant services through the establishment and staffing of the Academic and Research Library Bureau in the Division of Library Development. Personnel in the

Bureau are experienced college, university and special librarians and are available to assist libraries participating in the 3R's program as well as to maintain a liaison with all the programs being developed. The unit chief is Basil Mitchell who is assisted by E. J. Josey and Lynn Hard. Under Miss Connor's direction, these three gentlemen are performing yeoman service.

The 3R's program which grew out of the Report of the Commissioner's Committee on Reference and Research Library Resources emphasized two points. The first stressed building on existing strengths to meet the needs of higher education and of research. Where there are no strong existing units of library service, ties to the State Library and thereby to other stronger libraries are present possibilities.

The second point is that there should be developed a plan of sufficient flexibility to permit a variety of approaches to meet research needs of people and to revising these approaches as the various changing situations dictate.

Thus, a wide variety of regional programs are presently being planned and implemented. The first system to be chartered was Metro--the Metropolitan Reference and Research Library Agency--which serves New York City and environs. The system has secured the services of the Deputy Director of the New York Public Library on a part-time basis and has actively involved the public, college, university and special libraries and librarians in planning. A number of committees have been formed to investigate such matters as technical services or processing, library use, education and training, manpower, a clearing house of information on library resources in the area, and consultation on a variety of matters including building, planning, data processing, personnel classification and other services. In addition, Metro has secured foundation funds with which to engage a specialist to determine the library needs of scientists and design a system or service to meet such needs.

The Library Development Division has secured authorization for a study by the Arthur D. Little Company to explore ways and means of involving business and industry as well as their library and information services more actively in the 3R's program and the New York State Technical Services Program. Thus the commitment to cooperation among libraries and information services continues to take on added significance.

Cooperative Library Developments in Ontario

Mr. Redmond, Chief Librarian, Queen's University

Introduction by Mrs. Parker

Our second speaker comes from Kingston, Ontario. He received a Bachelor of Science degree from Mount Allison, a Bachelor of Library Science from McGill and a Master of Library Science from Illinois. He is the editor of Maritime Library Association Bulletin and has contributed to professional and other periodicals. He has held positions at Mount Allison; was the Acquisitions Bibliographer at the University of Illinois; served as Librarian at the Canadian Book Centre in Halifax; was Librarian at Nova Scotia Technical College; and is currently serving as Chief Librarian at Queen's University, Kingston, Ontario--Mr. Donald Redmond.

Mr. Redmond

Canadians have long felt a little sensitive at American views of Canada as the "Far North". The letterhead on which Mrs. Mallam wrote to me was that of the "North Country Reference and Research Resources Council." Just offhand I would have said it was an organization from somewhere up near James Bay or Baffin Island, but it turns out to be here just South of us, on the sunny or Mexican side of the St. Lawrence River. I am not entirely sure whether to be pleased that it isn't as far North as I had thought, or to wonder if Ontario isn't a lot farther North than I had thought.

Of making many studies there is no end. I hope you will excuse this paraphrase of the Preacher in the Bible, but it seems applicable to both the Canadian and New York library situations. A series of milestone documents has been appearing over the last five years, and further studies are still to appear. Some of these have applied to Canadian libraries in general, some to particular types of libraries, and some to particular areas of Canada. Let me mention a few of them which are most important to our general conference topic of International Library Cooperation. And I would note that the New York State Library leaflet on the 3R's program lists I think even more surveys than we have had in Ontario.

Most important to public libraries, and to Ontario library service in general, was the St. John Report. A survey of libraries in Ontario, 1965 by Francis R. St. John Library Consultants Inc., of New York City, made sweeping recommendations for both public and academic libraries. While not many of these recommendations were directly incorporated in it, a new Public Libraries Act was speedily passed by the Ontario Legislature in 1966, and the basis of finance and legal cooperation for regional library service in Ontario greatly strengthened.

Most important to academic libraries was the report of the Spinks Commission. This report on graduate studies in Ontario universities, by a commission headed by Dr. J. W. T. Spinks, President of the University of Saskatchewan, also made sweeping recommendations concerning academic libraries.

While the central proposal of the Spinks Report was rejected outright by both the Ontario government and the Ontario universities, the report has served as a clear directive and central impetus to cooperation among the fourteen universities which are subsidized by Ontario government funds (and through the Provincial government, by Federal government funds).

Other documents in this sequence include the Williams Report, on resources of Canadian university libraries for research in the humanities and social sciences--by Edwin E. Williams of Harvard in 1962--a report on medical library resources, by Beatrice Simon of McGill University in 1964--the report on science-technology literature resources in Canada, by George S. Bonn of the University of Hawaii in 1966--and still underway, a massive survey of Canadian academic libraries by Robert B. Downs of Illinois, a report which should be ready this Fall. I hope in fact that it may be possible to invite you to Queen's University in October for a return seminar, on the Downs Report if it is ready on schedule.

I need hardly mention some more general items with which I hope you are already familiar. For instance, the December 1966 issue of the ALA Bulletin, on "Library Cooperation for Reference and Research"--the papers from the 1966 ALA President's Session at the New York conference--and the January 1965 issue of Library Trends on "Regional Public Library Systems". The November 15, 1966, Library Journal on Canadian libraries I shall mention later.

I take it that my concern in this session--since Mr. Harry Campbell will be speaking to you later--may be chiefly with the academic libraries of Ontario, the cooperative developments among them, their place in the library system and their relationship to the overall library resources of Ontario--particularly in their role, seen in the St. John Report, as backstopping resource centers. I hope therefore that you will pardon any overemphasis on academic rather than public library cooperation, but I hope that from the academic area I can illustrate some of the things for which public library services are also striving.

> The key sentence in the St. John Report is probably this (p. 171): "The surveyors believe that the best and most economical method of improving library service in Ontario is the total integration of the resources of all types of libraries in the province."

A series of sixty-three specific recommendations then followed as part of this "proposed integrated library plan", under the following areas:

Provincial Library Service: A single Library Division of the Provincial Department of Education, with field workers to assist in the development of larger units of library service.

Public Libraries: County libraries--rather than the existing county library cooperatives--and a system of regional library cooperatives providing centralized processing and regional reference centers, supported by provincial grants.

The Toronto Public Library, Ontario's largest public library, indeed second only to the University of Toronto Libraries as the Province's largest library, would be the key provincial reference center. Provincial grants would be made to regional library cooperatives on a combined area-population basis--seventy-five cents per capita adjusted for assessment plus a dollar per square mile.

School Libraries: Quantitative recommendations for school libraries and librarians were given. Parenthetically I may add that a new system of colleges of education, to upgrade standards for teachers, is underway in the Province as well.

Higher Education: A centralized cataloging operation for all Ontario university libraries was a recommendation rejected out of hand by Ontario academic librarians, but still of interest to the Provincial government. I should point out that in the Ontario government there are two departments--the Department of Education, and the Department of University Affairs--but that under the present government one minister holds the two portfolios.

Two additional recommendations in the St. John Report which were heartily endorsed by academic librarians were: one, that the Committee of University Presidents find means to enforce a division of subject collecting for university libraries, and two, that libraries receive ten percent of their universities' operating budgets. A recommendation taken as something of an aspersion cast on the university libraries was No. 32, "That college and university libraries accept their responsibility to back up the total library system in the Province."

Special and governmental libraries: Personnel--including the establishment of more library schools--a revision of the Public Libraries Act; and brief recommendations cheering-on library trustees, comprised the second half of the report's specific recommendations.

The Public Libraries Act was speedily revised in 1966. Not all of the St. John recommendations were incorporated in the revised Act. For instance, St. John had recommended (No. 46) the direct election of public library board members. Mr. St. John was not happy with the new Act's provision for county board appointments--he said appointed members were too likely to be former members of the county council, rather than people genuinely interested in library service.

However, major changes in the structure of library service and cooperation were included. Association libraries--mostly small, struggling, privately founded things--were cut off from grant moneys, and when larger units of service were founded under the Act the assets of the smaller units are handed over, along with the responsibility of providing service. Emphasis in the Act is placed on county libraries and regional library systems. Mr. St. John pointed out that the Act is still permissive, not mandatory. Upon request a county council "may"--not "shall"--establish library service. No longer may a school section or a small village establish a library.

Perhaps most significant for our purposes today is section 17(a), which says that "Every board shall endeavour to provide in cooperation with other boards a comprehensive and efficient library service." Here is mandate enough for better libraries and interlibrary cooperation, made possible by sections 37 to 46 of the new Act, dealing with regional library systems.

Wide powers remain with the Provincial government. The Lieutenant-Governor-in-Council, that is to say the Provincial government, had the power to prescribe grants and their apportionment, to set up library schools and prescribe certification and qualifications of librarians, and the Minister of Education has the power to establish or alter boundaries of regional library systems.

Turning now from public libraries, to which we shall return later, to university library cooperation--the St. John Report had dismissed academic libraries rather briefly, so university librarians thought, saying chiefly that a centralized processing center for ALL colleges and universities in Ontario should be set up at the University of Toronto. This idea had been based on the Ontario New Universities Library Project (ONULP) operated by the University of Toronto to provide 35,000-volume core collections for five new colleges. There was an added comment that academic libraries should accept their provincial responsibility to back-up the total library system in the Province.

The ONULP project had been one of the first major interlibrary ventures in Ontario, at least in the academic field, and the computer-produced book catalog which the project produced is still one of the best examples of what can be done in this line. Unfortunately the ONULP project has run out, and the new university libraries involved are now on their own to develop their libraries further. They are all using traditional methods at the moment, though several mechanization projects are underway on an individual, not cooperative, basis.

The St. John Report had been a 1966 Valentine. The report of most significance to the academic libraries in Ontario, the Spinks Report, had been awaited until almost the end of 1966. It was scarcely more complimentary to Ontario university libraries than the St. John Report had been. The Spinks Commission recommended a single federated University of Ontario, on the style of the California universities, but the idea was rejected out of hand by all concerned. The Hon. William Davis, Minister of both Education and University Affairs, stated this again flatly in the news on June 5.

The more important message of the Spinks Report was that Ontario academic libraries were in sad shape. It recommended division of responsibilities for graduate studies on some rational basis, as the alternative to expenditure of fantastic sums of money to build general research libraries in the fourteen universities supported by Provincial and Federal funds. Even so, substantial funds--ten to twenty million dollars--will be required to build existing Ontario university libraries to levels adequate for the undergraduate, let alone the graduate, programs offered by these institutions.

The Ontario academic libraries had not waited for a mandate from the government. They were already engaged in cooperative action, as were the public library services of the province. As directed by the Committee of Presidents of Universities of Ontario, itself a cooperative body, a joint faculty-library committee had been working through 1965 and 1966, and the chief librarians of the fourteen universities were constituted an Ontario Council of University Librarians at the beginning of 1967. There might be something of Benjamin Franklin in our action, for if we did not hang together we should most assuredly all hang separately. Projects immediately underway, or in the stage of recommendation to the Committee of University Presidents for support and funding, have included the following:

A study of duplication of original cataloging in our libraries--an answer to the recommendation in the St. John Report that all university library cataloging might be done in one place. We are quite aware of the Colorado and Ohio projects, but we have found that a very small proportion, less than ten percent, of our original cataloging is duplicated between institutions. Three-quarters and more of our total cataloging makes use of Library of Congress card copy. Evidently the St. John Report could not have considered the great effect the Library of Congress National Program for Acquisitions and Cataloging would have on Canadian university library cataloging.

A proposal for interlibrary transport, for people as well as materials, to meet the claim of laggard interlibrary loan service. We are already linked by teletype. I should explain here that Canadian libraries use Telex, which in the U.S. is the Western Union service, rather than the Bell System TWX used by U.S. libraries. A TWX-Telex interface has been installed (and I admit to being the one who urged it) at the National Library in Ottawa, so that we may pass on inquiries for which no Canadian location is found, or you may ask Canadian libraries for service. (Ed. note:TWX number at National Library: 610-562-1657)

An agreement for cooperative interlibrary use, by which graduate students and faculty of any of the fourteen universities have equal access to the library resources of all. It is assumed, and the Spinks Report strongly made the point, that undergraduate resources must be adequate on the student's home campus.

A central feature of the Spinks Report was the proposal for an Ontario universities library bibliographic center, to be located at the University of Toronto. While the proposal for centralized cataloging was looked on askance, at least by the university librarians, the Provincial government immediately supported the recommendations for a bibliographic center, and for research library facilities available to all scholars in the province. The plans for a new research library at the University of Toronto were modified by the addition of two floors--one of reading facilities for visiting scholars, one for a bibliographic center. This forty-two-million-dollar building, to hold four million volumes, will rank with the continent's largest libraries.

A frame of reference for the bibliographic center is being worked out by the Ontario Council of University Librarians. This will be the nucleus which ties these cooperating libraries into a true network. It might be premature for me to ask for applications for the directorship of the center--I am looking for an assistant librarian for planning and systems analysis for my own library--but if anyone wishes to apply, he might write to me as Secretary of the OCUL.

The key problem of interlibrary cooperation in an academic frame of reference is however one beyond the control of libraries. It is that the demands made on the libraries are set by the curricular and research programs of the institution. The habits of scholars, and students, are such that they demand all the material relevant to their work to be immediately available. Under the same roof or in the same room, for preference. The Spinks Report suggested in effect that increased dependence should be placed on the University of Toronto libraries, and that increased interlibrary traffic would be generated--and that adequate travel funds be available so that a great many Mahomets might make pilgrimage to the mountain. It remains to be seen how such a change in working habits would be accepted by the academic community--but the initial responses to rumors of these changes were to say the least flutterings of alarm--not only that the individual would have to travel to the material, but that increased interlibrary loan traffic might take quantities of material away from its home library, to the disadvantage of scholars in the home institution. I hastened to reassure such persons that the librarians, as a cooperating group, had no such alarming intentions.

But the problem does become one of defining, not to say restricting, the subject scope of curricular and research programs, so that the collecting responsibilities of university libraries may therefrom be defined. The Ontario Council on Graduate Studies has introduced an appraisal program--a term modified from the original "accreditation program"--which, though it will initially move ponderously, may be a means for cooperative and mutual agreement to avoid too much diversity in depth. Each university, in other words, must agree not to bite off more than the Province can give the universities money to chew. Only to this extent can the university libraries avoid trying with inadequate funds to supply material to too many programs. This is perhaps the most important cooperative undertaking with library implications--and as I have indicated it is outside the power of the librarians alone.

Money, of course, is the key to all such developments, cooperative or individual. One of the first items of business of the Ontario Council of University Librarians was a motion as follows:

> That it must be understood that the effective operation of the proposed cooperative research libraries system would require funding distinct from and in addition to the regular budgets of the university libraries. No university or librarian should be placed in the position of having to choose between the requirements of his own university and those of scholars elsewhere in the province-wide system.

The major part of university funding in Canada comes from the Federal government, which makes grants for higher education to the Provinces. The Provincial governments in turn add money and grant it to the universities on a basis, in Ontario at least, of "formula financing"--one graduate student, for instance, is weighted at six times one undergraduate. There is some feeling that university libraries are caught a little short by this formula, and that in order to have the ten percent of current operating budgets--which has been recommended by numerous commissions and reports--some sort of advance formula--predicting library growth or at least enrollment growth--is needed. There is no equivalent of Title II or direct Federal grant money in Canada, but the Federal-Provincial grant system results in substantially larger support for institutions which are really privately governed, and which in the United States might be financially hard pressed.

Now to return to the bibliographic center proposal for a Provincial university library system. There already exists in Toronto the nucleus of a public library bibliographic system--the other half of the proposal made in the St. John Report. Out of deference to Mr. Campbell, who operates it, I shall try to avoid misinforming you, and shall make my references to it as brief and delicate as possible. There does exist a bibliographic bank at the TPL. Harry Campbell described the proposal in Library Resources and Technical Services, Fall 1966--and it is built around the punched cards for the TPL's own collections and its Metropolitan Toronto Union Catalogue. This center is already doing a brisk business--twenty thousand inquiries a year in 1965, increasing twenty-five percent annually. The St. John Report recommended that the Toronto Public Library be the focus for centralized processing for public libraries, and that this bibliographic bank be the center for provincial public library reference services. Fanning out from there, and in part already in existence, would be fourteen regional library cooperatives. Within these, in turn, and supplying the actual library service in most areas, would be county libraries.

The difficulties of population distribution must be remembered here, when we look at the Ontario situation. Population in Ontario, and in most of Canada, looks like a swarm of bees clustered atop a hive--the hive of course being the U. S. border, and the swarm of population thickest along Canada's southern border with the U. S. Large areas of northern and western Ontario therefore have scattered populations, less even than one person per square mile, while the Niagara peninsula and the Lake Ontario shore have quite dense populations. Hence the reason for the dual basis of regional library financing, which I have already mentioned--per-capita plus an area grant. In the more densely populated areas, a single county is an adequately large library unit, while in the north and west, multi-county units are necessary for any service.

The Public Libraries Act of 1966 in Ontario chokes off support, at least public money, from feeble units which deserve to wither, and encourages small libraries to turn their services over to viable county units. City and town libraries, many of them small of course, may become integral parts of county units. Where there is a strong city library it often becomes headquarters. The regional library cooperatives, on the other hand, may be new units specially designed to serve an area. Thus the Lake Ontario Regional Library System is based on a branch of the Kingston Public Library, and takes in parts of three counties. The Kingston Public Library itself operates within LORLS but is not the headquarters. Mr. Barrie Robinson, recently appointed director of LORLS, came to Kingston from Massena--I expect many of you know him better than do I--and part of his job will be the encouragement and fostering of library services in his area, I expect.

Centralized processing is not yet a reality for many of these regional library cooperatives, but regional reference service is indeed a reality for many small library units. One small town in the hard-rock mining district of northwestern Ontario is lucky enough to have a trained librarian--wife of a local professional man--and she was telling me a week ago what a boon the teletype is. Reference question or interlibrary loan request goes to their regional center, which happens to be the Fort William Public Library, at the head of the Great Lakes. Library service to the small community has become the real thing, not a bedraggled and inadequate collection of old fiction, in the corner of some town hall, which passed for a library not many years ago.

You all read Library Journal. Eric Moon was director of public library service in Newfoundland for a while, you know, before he went to LJ. He knows the Canadian situation well. The LJ issue of last November 15, 1966, the one with the maple leaf on the cover, covered Canadian libraries very well. One article discussed "Provincial Diversity" and showed that among the ten provinces there exists a gamut--from the single provincial library system in Prince Edward Island, which to all intents serves the whole island province from one center, to the regional cooperatives of Ontario, where the central Provincial Library Service is almost a token operation devoted chiefly to advising and training.

Within the regional cooperative, the component libraries retain their identity. Unfortunately they are not always staffed by sufficient professional librarians or competent nonprofessionals. Some of the northern regional units give direct service to the public. In the more populous and compact southern regions, the local libraries give first-line service, and the regional units second-line reference and in some cases processing service. In Toronto, a new Metropolitan Public Library Board will service six municipalities, consolidated from thirteen small entities. This is the first move toward the kind of system from which John Humphry so recently has come. The Lake Erie Region, for another example, is based on the London Public Library (London, Ontario, not England) and reduces the administration of library service from seventy library boards in 1962 to seven in 1967. A common county borrower's card is in the works, and a regional borrower's card is being talked about. Everyone seems to shy away from a Province-wide borrower's card.

The third line of reference service is--so far--not clearly defined. The central public library resource unit has not been spelled out as being in Toronto--let alone the Toronto Public Library--although in the characteristic and cautious Canadian way this will undoubtedly be the outcome. The college and university libraries are also in the third line of reference service. Indeed--depending on location and resources--the university library is sometimes in the second line of service. This is what the St. John Report meant by "backing up the total library system in the Province". We in the university libraries maintain we are already doing so. However, public librarians in Ontario--we found during the 1966 conference of the Ontario Library Association which discussed the St. John Report--public librarians do not have such an image of university libraries. They consider us to be stiffnecked and refusing to help public library patrons.

Perhaps so. University librarians at that conference were somewhat aghast at any possibility that they might have public library patrons swarming in their doors--when the library was already full of their own students, to whom they owed their primary responsibility. This was not the intention on either side. The public librarians probably do not intend to send patrons wholesale to university libraries. The university libraries on their part say they will give considerate service to any serious user, within the limits of service owed to their own academic community. When regional public library resources are insufficient for a genuine and worthwhile inquiry--and I shall make no value judgment on what those two adjectives mean--the university librarians are agreed that they are already refusing no serious student or patron. I have just come from the slack season at our own university--where the Spring term is over and the summer school not yet begun--but the university library is overrun with high-schoolers studying--at least claiming they're studying--for final exams. We have more bare feet in our library than Coney Island on the Fourth of July.

So far there have been no concrete proposals for supplementary grants to university libraries for helping to provide this backstopping operation for public library service--nor grants for providing interlibrary cooperative use by members of other university communities. But the wheels of cooperation are moving somewhat ponderously within the framework of voluntary cooperation among the university libraries, and the existing structure of grants to the institutions. Were we galvanized by special grants for which we had to apply, or which might expire, or which were extra in a real sense, we might move faster.

Perhaps Canadians are timid. Perhaps, compared to Americans, we are conservative or cautious. Eric Moon in his LJ editorial said we were too concerned with identity. Here is a nation, if you will, asking, "Who am I, and why?" in the same way a new generation of disillusioned university students is said to be seeking identity. Perhaps--if you will permit yet another plug for Expo '67--we may find an answer in Montreal this year. At any rate, as for library services, Macdonald Coleman could ask in the November 1964 issue of Canadian Library "What Happened to the Dream?" of regional library service for the Prairie provinces. Urbanization, he suggested, and other reasons may have outdated them. R. R. Steele in the May 1965 issue of Canadian Library described "The Northwestern Ontario Experiment"--and I have already given an example of what has happened there. Mac Coleman may have been too plaintive and pessimistic. Now that teletype--like the telephone and what Ontario residents call The Hydro, in other words electric power--is a utility necessary to the public library unit--and when on-line computer service from a bibliographic bank may be only a year or two further off--the regional library unit may be the means of extending good library service--good information service. Let's get with Marshall McLuhan and drop the stuffy word library. We're trying to make information available. Let's use the latest means for purveying it.

This reminds me that one of the recommendations in the St. John Report was for a facsimile transmission pilot project among three Ontario universities--Western Ontario in London; Toronto; and Queen's at Kingston. Unfortunately, so far, long-distance facsimile equipment is not yet commercially available in Canada, except that the Weather Office has used it for years. No doubt we'll be conservative as usual and be the last to get it. Meanwhile we are reading between the lines on the California-Nevada test--and finding that we should be able to get interlibrary loans across most of the province by our own courier service--as Kansas is doing--within twenty-four hours for a dollar or two. Centralized processing will come--for public libraries. The university libraries will drag their feet and rely on the Library of Congress. Regional and province-wide reference service, and increasing openness of all types of libraries to all serious users, will grow in scope and improve in quality. Rather than a single province-wide library system, as the St. John Report envisioned it, there will probably remain for a long while two library systems--public library service, based on the regional reference centers--and university library cooperation--the latter serving at the same time as a back-stopping operation for public library reference and borrowing. We are, after all, on the same teletype network. It's the modern equivalent of the rural party line, or the back fence. Mrs. Jones, may I borrow a cup of sugar? Mr. University Librarian, may I borrow a book on butterflies? I hope that the Telex/TWX interface at the National Library in Ottawa will encourage more across-the-border borrowing at the provincial and state level where our resources are close together.

I have deliberately avoided detailed reference to the Ontario New Universities Library Project, or to data-processing projects in Ontario, since Harry Campbell is far more competent to discuss them than I. I can say that several Ontario university libraries have approached--or are rolling up their sleeves to approach--mechanization projects. Acquisitions, serials, and circulation systems are operational at several locations. So far they have not reached the cooperative stage. The University of Toronto will have the provincial university library bibliographic center, which will have its own computer--probably serving the University's own libraries as well. How other universities may tie themselves to Toronto--whether our computer at Queen's, on which we hope to be ready to run mechanized routines in a couple of years, will talk directly to the Toronto computer--or what type of remote terminal we may use--electric typewriter, teletype, or cathode ray tube display--these things I cannot say because I do not know. We are still not sure how heavy the traffic will be when we have the communication facility. This was one reason we rather pooh-poohed the St. John Report item about a pilot facsimile link. We know the thing is possible. We don't need a pilot project. What we need is an economic study, followed by a grant. And from a rock-ribbed Scots-Presbyterian-founded university like Queen's, the penny-counting did not indicate that sending facsimiles would often be wanted, or be very much faster than mail, or very cheap.

Mr. Redmond
Wednesday Afternoon
June 7

Similarly with computerized catalogs and book catalogs. The success of LC's Shared Cataloging Plan--for obvious reasons I prefer that name to the official name, the National Program for Acquisitions and Cataloging--the Shared Cataloging Plan, and some revision of our card duplication processes, seem to offer adequate cataloging capacity. We expect at Queen's to have a print chain for our computer with an adequate character set--240 characters--and adequate random-access storage for on-line handling of library records--but there have seemed to be no compelling reasons at this stage for us to think hard about changing to a book catalog or using printout for more than lists of acquisitions and serials. The University of Toronto Library is one of the Project MARC centers cooperating with the Library of Congress. When Toronto gets sufficient experience--when the machine-readable card format is standardized--when plans for the university library bibliographic center become more definite--when we get a little experience ourselves at the mechanization of specific operations--when we get our student records in the computer, which will not be till next year--and most important, when we can hire, lure, kidnap or shanghai a systems and planning man somewhere--then we at Queen's will start thinking about computerized catalogs.

One cooperative project which has recently developed is a natural follower, if you will--though not a direct offspring of--the Ontario New Universities Library Project. The Ontario government has launched a system of regional colleges of applied arts and technology--a version of community junior college, primarily vocational in nature--and some fifteen of these will open their doors next Fall, or in 1968. They will offer one- or two-year courses beyond Grade 12. Grade 13, I must point out, is the standard required for University entrance in Ontario. For these colleges, instant package libraries will be assembled in units of twenty thousand dollars each. The selection of material will be done at McMaster University Library--the programming and systems work by Programming Services Inc. of Palo Alto--and a wellknown U. S. jobber will supply the volumes. Here is remote-control centralized processing which is likely to be a continuing pattern for smaller library units, both educational and public.

To look for a moment at the regulations under which your North Country 3R Council--and the other New York State 3R Councils--operate, as set out in the leaflet describing the program--some differences between the 3R program and the Ontario regional library cooperatives, in their reference aspects, become evident. I have already mentioned the published descriptions of Canadian regional library systems in their variety--so that you will realize that the Ontario regional cooperatives are, at that, closer to the New York system than are other Canadian approaches.

First and most importantly, a New York 3R system must include a defined number of institutions of higher education--at least one of which must have specified library resources. No other specifications seem to be laid down for the system, beyond minimum population and area--although minimum standards for any participating college libraries are stated. The population minimum of 750,000 is considerably higher than any Ontario center except Metropolitan Toronto. The Ontario Act of 1966 specifies that five or more public library boards, including one in a municipality of 15,000 or more, may request the establishment of a regional library system. The region must include at least 100,000 people and shall include at least two territorial districts or counties. County libraries may be set up, upon request from three-quarters of the municipalities in the county, or from half the municipalities if they have at least 25,000 population. These are pretty small units by your standards. Some of our regional library units of denser population are much smaller than your ten-thousand-square-mile minimum--Niagara is only 1207 square miles--but the North Country--the REAL North Country that is--runs to considerably more rock and mosquitoes, and fewer people, per square mile than anywhere in New York State.

The inference I draw from the inclusion of a defined number of college libraries in a New York State library council, is that these are quite rightly expected to be the backstop resources for reference service. In Ontario, the regional library cooperatives are the first line to which the local library turns. Frequently the largest public library in the area is the designated center at least for reference service. But academic libraries are not officially included as a second or third line of resource. At Queen's we are lending as many books as we borrow, and our interlibrary loan section reports that a sizeable number are lent to public libraries--but there is as yet no official structuring. Indeed, Miss Isobel McLean, director of the North Central Regional Library Cooperative, based on Sudbury in the hardrock mining area, in her article on "The Resource Library in the Regional Scheme" in Ontario Library Review for August 1964, did not even mention college libraries as possible resource libraries. She did point out that in seven of the nine regions then established, the resource libraries were moderate-sized public libraries of less than 100,000 volumes.

There should be some official structuring, the St. John

Report says. Very possibly the Minister, wearing one or other of his two hats--Education and University Affairs--will instruct us that if we want his money, we shall have to. At the moment, we feel as a group that we barely have sufficient resources for our own students, barely sufficient staff to serve them, and entirely inadequate resources for graduate studies. We could hardly take on regional responsibilities without specific and substantial grants.

Secondly, in New York State initiative for organization of a system may come from any group within an area, provided the minimum number of specified institutions with libraries are included, the size of system is met, and the area includes more than one county. Some institutions--colleges are specifically indicated--may elect to stay out, or must meet certain standards before they may join. In Ontario, fourteen regions have been defined to cover the province. Section 37 of the Act becomes somewhat academic at the point when all fourteen boards have been established. There is no coercion on library units within a region, except that association libraries are dissolved by the Act--their assets fall to the regional library board in the area. Most local library units will know a good thing when they see it. The revised Act will starve any holdouts against joining effective county library systems, but the regional cooperatives are intended to be encouraging, advisory and supporting. From the New York regulations, on the other hand, I am unable to decide whether "membership" in New York 3R systems indicates a cooperative structure or a federative structure.

The advisory and encouraging function of Ontario, from the Provincial and regional levels, seems to be lacking in New York State. The participating institutions are taken for granted to be of a minimum standard which is higher to begin with than the Ontario units. And as I have previously noted, no direct service is given in New York State--service is through the resources and staff of member institutions--whereas certain Ontario regions provide the only effective library service to their population.

As to money, John Humphry can give me the latest figures. I suspect we are playing for high stakes. Ontario's five million dollars in 1965 looked bigger than the seven hundred thousand dollars which kickedoff the 3R's program--but after Thomas Hoving of the Metropolitan Museum told us a week or so ago at the SLA conference in New York City--he had just had his arm twisted by the other Humphry, James, his own librarian--Mr. Hoving told us that New York City alone spends thirty million dollars a year on libraries and museums, Ontario is playing in a pretty big league. Ontario spends less than a dollar per capita annually on libraries. This is the real measure.

Grants of a stated sum--$25,000 is mentioned in the leaflet--rather than the combined area-population basis for grants, are another difference. The Deputy Commissioner of Education, Mr. Nyquist, noted last year at the ALA conference that the $700,000 for 3R is in addition to thirteen million dollars for local public library service; but I am not sure whether he meant state grants, or locally levied moneys. In the concentrated New York State area, and based on better-developed institutions, a twenty-five-thousand-dollar grant probably goes far to provide the regional service. In Ontario too, twenty-five thousand ain't hay, but the modest support available from the Province is better distributed on a basis other than flat-sum grants.

The most striking difference, perhaps, is the sentence which states the ultimate goal of the 3R's program: to meet the advanced library needs of users throughout the State. In Ontario, I believe one could simply leave out the word advanced. If the fourteen regional units in Ontario can, between them, ensure that all the population is served by libraries, by whatever means--and if they can ensure that any serious student or inquirer can have access to information--this will have brought us a long way. Research library users will have a still longer way to go. If Ontario can eventually, by cooperation among public libraries, provide library service to all; and by cooperation among university libraries, provide research library service to students and researchers, with backstop service for the determined among public library patrons, we shall have accomplished much.

Discussion
Messrs. Humphry and Redmond
Wednesday Afternoon
June 7

After Mr. Redmond's speech, four small groups were formed for discussion, after which the meeting reconvened for a question-and-answer period with Mr. Humphry and Mr. Redmond.

Mrs. Ottilie Rollins, Clarkson College of Technology: A three-pronged question: We were wondering 1) if there actually are any statistics on inter-library loan between Canada and the United States, 2) if there is a telephone number in Canada that could be called directly from a library that has a teletypewriter, and 3) how expensive it would be if we wanted to borrow materials.

Mr. Redmond: The only statistics I can give off-hand are some which the Ontario Council of University Librarians collected last year for other purposes but included were 12 of the 14 provincially-assisted Ontario universities and of these only Queen's and the University of Toronto do a significant amount of borrowing from the U. S. This is probably because the research interests at these two universities are deeper and because if Queen's and Toronto don't have it, it is not likely to be in any other Canadian location. Between Toronto libraries and the Queen's library, we can muster about 4,000,000 volumes. The University of Toronto does about one-third of its interlibrary borrowing from the United States and this is running several hundred titles a month. Queen's is doing about one-quarter of interlibrary borrowing from the United States and this would run around 50 titles per month. The other Ontario universities as far as I know are borrowing very little, largely because they borrow from us. The public libraries I would think borrow relatively little. Miss Shepard can give you better figures as to the amount of interlibrary loan location requests which are sent to the National Library in Ottawa for which they are unable to provide a Canadian location. In some cases these requesting libraries ask or have a standing request that the request be sent on to the National Union Catalog in Washington. In other cases of course it is sent back to the requesting library and we have no way of knowing whether or not they seek an American source. What the total volume per month or per year would be, I really could not give you an idea. Maybe Martha Shepard would hazard something on that. I know she can tell you the TWX number because if you want something by teletype in Canada, you have to call the National Library. They are the only people with a TWX in Canada and they would have to relay it on the Telex network to any Canadian location.

Discussion
Humphry & Redmond
Wednesday Afternoon
June 7

Miss Shepard, National Library, Ottawa: I think I have the TWX number in the car outside. Could I give it to you tomorrow? (TWX number 610-562-1657). It hasn't been used yet, we have only had it since about the 19th of May and the only use we have made of it is to send a message down to the National Union Catalog in Washington saying we are on the network. About the number of requests coming to our National Union Catalog from the States, I think it is averaging about three location requests a week now, coming from American libraries. Oddly enough, the University of California has used us from years back for French, for English and Canadian publications. This of course is chiefly what you apply for.

Mr. Redmond: Do you have any idea what the traffic is of items that you are unable to find a Canadian location for, that you pass on to Washington?

Miss Shepard: We haven't been passing on to Washington unless a library specifically asks us to. L. C., about a year ago, sent up a carton of interlibrary loan forms that came from Canadian libraries. They felt they were getting too many requests from Canadian libraries for locations that could be filled in Canada and they wondered if we could find out how many were writing direct to Washington rather than to us. We did a check and found that one of the larger universities thought they were saving time by sending each interlibrary loan request both to Washington and to us. There were a few other libraries that were applying direct to Washington and not to us. So we sent out letters explaining the situation, saying that we felt Washington was quite right in feeling put upon. We find we can fill 75% of the requests in Canada and if we find something in the National Union Catalog, we always report when we send back our report, "not located in Canada, available in LC, British Museum or whatever" and we don't know how many follow it up. We will send them on if people ask us to but we don't do it automatically.

Roger Greer, Syracuse University Library School: Is there, or if not, could there be, a State-Province ad hoc committee appointed to explore ways of cooperating between New York State and Ontario, to develop an interface between the various activities that are going on within the Province and within the State?

Mr. Humphry: We may have enough to work on at the present time to keep ourselves well occupied. I would not rule out the possibility of a committee to work on this particular subject but it may be wiser for us to perfect some of our cooperative measures before we move along and think in terms of what New York State and Canada might do. Perhaps Jean Connor or Basil Mitchell might like to comment on this point.

Dr. Greer: I think this point is of particular interest to those of us in the North Country.

Mr. Humphry: I can see where you would consider yourselves oriented to some of the Canadian libraries; this is a natural attitude and I think the people in the New York State Library would not look askance at it. Perhaps it may be a little early, this is my only thought on the subject.

Miss Connor: This is really a question for the whole conference. We ask it at the first session and we ought really to ask it at the end of this conference too. I would be better able to answer that question after I have been through the sessions, because I think we would know more about the desirability and applicability and the possibilities after we have all had several days together. I also would be better able to answer it after I have heard some of the thinking of Ontario as a participant. The third thing I would need to know is whether you meant it as a committee of the North Country Council and the Province working together or whether it was the State of New York. In other words it is quite possible that you might begin, if you felt the need, with a committee of this Council and the Province.

Dr. Greer: I also thought this would be an appropriate question at the end of the conference. I ask it now so that we can come back to it from time to time. I was not thinking of it as specifically a North Country-Ontario committee. I was thinking of it as a committee not merely to explore ways of cooperating, one that would have representation on both sides of the border from University libraries as well as special libraries; just a committee to keep information flowing between New York State and Ontario, and from that possibly ways of cooperation could be found. An example would be a facsimile transmitter and receiver installed in the National Library in Ottawa.

Mr. Redmond: This is as good a time as any, I think, because I'll probably forget it by Friday, to say the Canadian Library Association National Conference is in Ottawa beginning on June 17 with the annual Association of Colleges and University Libraries, and extending through the 22nd. So I will just pass on an informal but nevertheless sincere and hearty invitation for anyone from New York State to come up and see CLA in its usual cautious, conservative action. It may, however, give you a look at the National Library--and it is a building to be proud of--into which they have moved just about six weeks ago--and it will give you an idea of the groups involved and the possible programs in which the North Country Council in particular might want to participate.

Miss Shepard: The official opening of the National Library is Tuesday, June 20. The two following nights we are having open house from 7:00-10:00. We would like it very much if you would all come. The building, by the way, is not conservative.

Mr. Mitchell: Maybe I ran a very monolithic group and I apologize to them. I took down their questions and am relaying them to these two gentlemen. I have three questions for Mr. Humphry. In the interlibrary loan development, will the lending libraries throughout the State be reimbursed for any materials that they lend to another library, and who is going to take over any postage charges on transactions in interlibrary loan? If I may, I will pose my questions to Mr. Redmond and then sit down. What will the role of the National Library be in Ontario's present plans for cooperation; and why did no one visit the National Library in Ottawa for one of the surveys; and why set up a second bibliographic center at the University of Toronto if there is one functioning now in the National Library in Ottawa?

Mr. Humphry: I will try to recall that question. The reimbursement proposition--when a participating library does lend a book, there is a reimbursement on a unit basis and there is also a reimbursement on the basis of a search whether or not the material is located and sent. There are two rates. If a library sends the material, is it expected to pay postage? Basil Mitchell, you know the answer to that one better than I do, I think. It is my understanding that the cost of completing the transaction rests with the library that participates, but I think you should either correct me or substantiate what I say.

Mr. Mitchell: The postage is borne by the library that originated the request when the material is returned.

Mr. Humphry: So it is not any departure from the traditional interlibrary loan practice.

Mr. Mitchell: If the request is answered with photostated material and you at your library traditionally charge 25¢ a page for photostat material, it is up to your discretion to charge the patron 25¢ a page for materials which come through the interlibrary loan network. So he will be paying you what he customarily pays for material he receives directly.

Mr. Humphry: In other words, the State Library has honestly attempted to permit the libraries that have had specific lending policies to retain them. We are not trying to take over even their traditional patterns of charges or of service.

Mr. Redmond: The other three questions are exactly the questions that I have been asking for a year and I haven't got any very good answers for them yet. As a matter of fact, a couple of months ago, the Ontario Association of College and University Libraries, which is a section of the Ontario Library Association, had a session discussing the Spinks report at which I spoke, and one of the criticisms I made of the report at that time was the fact that the federal libraries had been neglected in both the St. John report and the Spinks report. There was insufficient attention paid to the National Library and the National Science Library as resources and as a bibliographic basis for not only Ontario but all of Canada. They were therefore circumscribed to a certain extent in that the National Library and the National Science Library are federal. They do serve all of Canada, and one has to draw the line somewhere in considering library service within Ontario. But I have not been entirely satisfied in regard to the academic libraries, at least, that this is any kind of a proper answer, to say that we will build another bibliographic center at the University of Toronto. You will recall that I said there are two parts to this proposal; one is the provision of facilities for visiting scholars at the University of Toronto and this is a good thing. But the second part is, I think, less clearly a good thing. The University of Toronto libraries undoubtedly will require a computer. The province is probably willing to set up a library network because obviously it must either get the University libraries which it funds to work together and thereby make the best use of the funds it provides, or it must fund almost indefinitely the growth of disparate research libraries. So that whether or not the recommendation in the Spinks report for a provincial universities library based in Toronto, is accepted, the part of that idea which envisions some kind of network making maximal cooperative use and having some kind of a nerve center which will tie us together in a real way as a library system, as a university library system and as an Ontario university library system distinct from a national Canadian library system whose nerve center must be the National Library and its union catalog in Ottawa--this idea remains and is probably a valid one. It still is going to cost a great deal of money and it will undoubtedly duplicate certain functions of the National Library in Ottawa, but inasmuch as we are going to try to cooperate with each other as a university library system before we bother other people, we are justified in, as it were, establishing a nucleus for own operations. The National Library so far as I know was not visited in the St. John survey or in the Spinks survey. The surveyor worked very closely with the National Science Library in surveying science and technology resources in Canada; and the National Library and the National Science Library were both included in the Downs survey of academic libraries in Canada, which is still in progress and which as I have said, we are hoping to have ready this Fall. I don't think that the National Library will be excluded from any Ontario plans for cooperation at least among the university libraries. At the present time, I don't think that the public library services in Ontario have reached a degree of sophistication where they must rely on the National Library to the extent that the university libraries will. There will be and there is now a great deal of plain interlibrary loan location requests, but I think that our requests to the National Library are going to be much more difficult because our patrons are going to be working on much more esoteric subjects. We will try to, as it were, exhaust our first and second line defences, before we go to the National Library. The National Science Library is perhaps a different thing. It is already the source from which most of the university libraries in Ontario make more interlibrary loan borrowings, chiefly as photocopy, than any other. Up to one-third of our interlibrary loan borrowing at some universities are from the National Science Library. The National Library, however, is going to have its hands full because Canada is such a scattered nation and this is another reason, of course, why Ontario as a province should try to develop its own bibliographic services. I think there is something of a parallel to say why does New York State want to get into electronic data processing and all that, when the Library of Congress is talking about automation. Why don't you simply look toward Washington? The answers to that are already well known and I think the parallel is a valid one, amplified by the much scantier resources that we have in Canada. Actually in Ontario alone, even discounting the National Library and the National Science Library, we have half the books in the country in our libraries.

Miss Connor: Our group suggested that a clarification might be helpful and this is with regard to Mr. Redmond's summary of the differences between the New York State 3R program and the Provincial program. The point I would like to add here is that we have two systems in New York State, one of public libraries which has successfully brought into federated and cooperative systems 700 libraries into 22 regional systems; and the reference and research system organized something like a decade later. We use the figure of speech of the top of the pyramid. The base of the structure is the 22 systems and the top is the reference and research network of nine regional systems. This makes for certain differences when you come to compare the regulations under which we operate, the New York State 3R systems, with your Public Library Act. For instance you were reading the regulations for the reference and research system and you noted that colleges are expected to play a major part here, and you later stated that our goal seems to be aimed at the serious library user. That is because our public library system is aimed at Everyman and the usual request, and this is a way of meeting something that we were not already accomplishing through the resources of public libraries alone. You also were contrasting a formula approach under a Public Libraries Act that combined a per capita and land area formula as against a flat $25,000 grant in New York State to the 3R system; and I might say that we do have just such a formula for our public library system program which is even more complex--there are about five factors, two of which are per capita and land--and that is the formula which earns the $13-$14 million dollar State aid. As for the 3R's $850,000 which includes the $25,000 flat grant, this was the first or second year operating budgetary amount at the State level, and the $25,000 that went to the regional systems was largely for planning or establishment. We do expect to move beyond this level and indeed the original recommendation was for a formula approach. This may be helpful to the whole group in contrasting our two programs throughout the conference and that is why I took the time to do it. Our group would like to ask another question on your bibliographical centers and that was the nature of the work that is done at the Toronto Public Library. Is this aimed at identification, location and access of materials or only one or two of the three parts?

Mr. Redmond: I stand corrected on anything I said about New York, largely because I was getting this from inadequate sources and second or third hand. I am not very close to it. And neither as a matter of fact, am I very close to the public library situation in Ontario because of the duality that I have stressed here. The Ontario university libraries are working closely together but we work relatively distant from public libraries. I think Harry Campbell is the better person to describe the Toronto Metro Bibliographical Centre and I would like to delay that until he arrives. But it is a location service based on a union catalog of the libraries which have been amalgamated into the jurisdiction of the

Metro-Toronto Public Library Board. It is a location service and it also does backstop reference questions from the individual libraries. That is, if the Scarborough Public Library or the North York Public Library can't handle a reference question, they will pass it to the downtown Toronto Reference Library, which is like the Reference Division of the New York Public Library--it is a large, non-circulating library.

Mr. Mitchell: There is another question, to Mr. Redmond. Concerning your plans for cooperation involving academic institutions, are there any projections now attempted of building resources to support curricula development, particularly at the graduate level? This person is very much worried that libraries are not taken fully into consideration in planning expansions of curricula on the graduate level.

Mr. Redmond: I suspect that question was planted there by a Canadian. The answer is very definitely that this is a problem. It is the key problem, as I indicated in speaking earlier. It is a problem which very seriously concerns us because the Ontario universities, the old established universities, some of them not more than four or five years old, are wanting to flex their muscles and get into graduate work as fast as they can. This can not be done with instant, packaged libraries. You have to have library resources on the order of 10,000 volumes for every Master's program you undertake, and about 25,000 volumes for every doctoral program you undertake. This means that at Queen's for instance, where we have over 30 doctoral programs, we should have library resources of 1¼ million volumes and we have 534,000 volumes. The librarians are seriously concerned about this and they are making noises as loud as they can. The Spinks Commission was concerned about this and they said that these libraries have to be built up, and there is no use going into graduate work unless you have the library resources to support it. The Graduate Deans who form the Ontario Council on Graduate Studies, are convinced of it. And our faculty members are convinced of it. What we have to convince are our vice-presidents for finance and they have to convince the provincial government and the provincial government has to pony up the money; which as I said is going to be about $20,000,000 to make all our libraries adequate for undergraduate work; and the Spinks Commission estimate was another $75,000,000 to make these libraries adequate for graduate work. These are fantastic sums and the Province cannot afford it, hence the emphasis on cooperation. We feel that inadequate attention has been given at the departmental level in any given institution to developing library resources before they launch headlong into a new, graduate program. The first we are apt to hear of it is when the Department comes up to the Faculty Board or the University Senate and says, "Well, next September we are going to start a doctoral program in Advanced Confusion and we have hired three professors, all with Ph.D.'s in Utter Confusion," and away we go. At that point the librarian, you see, is left, he has missed the train. The librarian says, "We haven't got any books at all in Confusion, elementary or advanced." We are hoping that the appraisal program which, as I said, is getting under way ponderously, will mean a sort of self-policing by which the Universities will undertake that they will not start a new doctoral program until it has been proved to the satisfaction of a board of outside surveyors and to the satisfaction of the Ontario Council on Graduate Studies, that the University (a) has the resources to support the project including library resources and faculty, and (b) that it has any business getting into that program in the first place; that is, that there are not already two or three other universities already in the province doing the same job. This will not apply, or it will not apply for some years, to programs already in operation, or programs which have already squeaked through the door with inadequate library resources. It means that the libraries have a lot of racing to do to catch up and we are therefore demanding more and more money. Our own vice-principal of finance at Queen's is firmly convinced that all librarians are crazy, they don't know what money is, it is something that you just throw to the winds. But at least he is convinced maybe, that crazy or not we have got to have the money, and reluctantly every year he digs a little deeper into his pocket.

Common Goals in Reference and Research Information Services

H. C. Campbell
Chief Librarian, Toronto Public Libraries

Remarks and Introduction by Mrs. Mallam, Chairman of the Conference

The privilege of welcoming you to the Conference on International Interlibrary Cooperation is a pleasure that I have been anticipating for a long time.

I would like to start the proceedings this evening by thanking our hosts, Clarkson College of Technology, for providing us with these very lovely facilities and this excellent food. We are especially grateful to Vice-President Shulman for his invitation to the Council to hold the conference at Clarkson--and to President Graham who spoke to us this afternoon.

Any enterprise of this sort has a beginning. This conference was born of an idea by the Librarian of St. Lawrence University and if there were any justice in the world, he would be standing here in front of you tonight instead of strolling the streets of Paris enjoying a well-deserved sabbatical leave. Any such enterprise as this succeeds only through the combined efforts of people who believe in it and devote time, thought, and hard work to it. The Council, and I, as chairman, owe any success which this conference may achieve to the committee, the individual members of which you will recognize by their badges. Their support has been invaluable. I have chosen the wrong word here, because they didn't support this project--they pushed it. I must say the same too, for the President of the Council, Mrs. Parker.

The chairman is the one who has the fun while the committee does the work. I've had a great deal of fun during the preparation of the Conference. For example, a good deal of long-distance telephoning has been involved. Our local operator has cheerfully undertaken to find people for me when I could give her only the vaguest directions as to where and how they might be located. Unfortunately, she does have a small problem. She doesn't remember names. Many times I have listened to her tracking down the person I wished to speak to, only to hear her ask for a completely different and unknown name. Then, if I was not quick off the mark, the person answering the phone would simply say "wrong number", hang up and we'd have to start all over again.

Mr. Frantz probably doesn't know, either, that his Washington office misunderstood his reason for leaving my name written on his desk pad, with the result that one day I had three calls from various branches of the Office of

Education all hoping that they could answer what they were sure must be an inquiry about a federal grant, and all very disappointed when they learned that it was Mr. Frantz, himself, that I was in quest of.

We can take pride in the fact that we have assembled here as an international group, many of us living along a common border, which we never think of as a barrier to cooperation or communication. It comes as a shock to most of us to realize (as we all do at this particular moment) the barriers which borders in most parts of the world do represent.

Because we share a common language and in many ways a common heritage here on the North American continent, we can respect some very genuine differences between our two countries and our two peoples, and still assume that we can find a shared viewpoint which will make cooperation in almost any area possible.

A generation ago, the tradition of Canadian-American conferences for mutual understanding was begun here on the St. Lawrence border under the sponsorship of two institutions represented in the present Conference. In the words of Samuel Flagg Bemis, a distinguished historian of American diplomacy:[1]

> How a group of anxious scholars in the United States and Canada set about pulling bad weeds and cultivating the traditional affinity on the eve of world crisis is one of the most inspiring examples of intellectual and moral co-operation in the history of American diplomacy. With the support of the Carnegie Endowment for International Peace, a series of biennial conferences (1933, 1937, 1939, 1941) on Canadian American Affairs, meeting alternately at St. Lawrence University, Canton, New York, and Queen's University, Kingston, Ontario, brought together statesmen, scholars, philanthropists, diplomatists and journalists of both nations, to hammer out common problems on the anvil of determined friendship, with such utter frankness as is possible only between Canadians and Americans, who regard themselves

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[1] _A Diplomatic History of the United States_, 3d ed.; (New York: 1950), p. 798.

as independent of each other rather than foreign to each other. These extra-official conferences, and the continuing studies that they helped put in motion, restored the old tone of fellowship, and made themselves felt in official policy.

If there is a continuing tradition of international cooperation between Canadians and Americans, there is an equally long and continuing tradition of cooperation between libraries and librarians. What is new and exciting for our profession is the expanding horizons we see as a result of developments in communication and information retrieval techniques.

We, in New York State, can be proud of the use libraries are beginning to make of these new techniques under the creative and inspired sponsorship of the State Library and particularly of the Bureau of Library Development directed by Miss Jean Connor, a distinguished guest of our conference. Just about eight years ago, I attended the symposium held at the Graduate Library school at the University of Chicago, which was my first introduction to the wizardry which libraries would eventually be able to command. At one of the sessions we were entertained by Dean Swanson who gave us a delightful description of his vision of the library of the future, in which he saw a scholar sitting in his private study with a console before him, making requests for information from the Library of Congress. He could ask for bibliographies, examine title pages and contents of books and even scan specific passages of books or journal articles almost instantly, on a screen built into his console. Whenever he found useful information he could make a hard copy for future reference. If he decided actually to visit a large library, he could follow this same procedure in one of its reading rooms with the added service of being able to press a button and have the book or journal arrive on his desk by automated conveyor belt. Dean Swanson didn't think this service was likely to be very important, because--"Who was ever going to need a book?", "Who was ever going to go near a library, for that matter?"

Now New York State's FACTS AND NYSSIL are not exactly reproductions of Dean Swanson's "dream" but they share a surprising number of features and while FACTS is not available to my husband, who is an historian, in his study in our home on the Ogdensburg Road, it is in Potsdam, and that to us is "just about as fur as you can go."

Our speaker this evening, is Mr. Henry Campbell, Director of the Toronto Public Library; and I know of no one more qualified to speak on international interlibrary cooperation. Born in Vancouver and educated at the University of British Columbia, he received his professional education at the University of Toronto and Columbia University. For ten years, from 1947 to 1956, he served at the United Nations and UNESCO as program specialist, developing library services in member nations; and for the last half of this period, he was head of the UNESCO Clearing House for Libraries and editor of the UNESCO Bulletin for Libraries. Since 1956 he has been Director of the Toronto Public Library, but his continuing interest in library cooperation and international affairs is shown by his membership on the first Canadian UNESCO National Commission and his service on its Executive Committee from 1957 to 1959, as well as his membership on the Research Committee of the Canadian Institute for International Affairs.

Mr. Campbell's career illustrates an observation of a friend of mine who has served the United Nations since 1946; that no matter how tangled the political situation gets, cooperation on the intellectual level can proceed, often very smoothly, and can build a continuing relationship which makes the repair of unfortunate political ruptures easier.

Mr. Campbell will speak on "Common Goals in Research and Reference Services."

Mr. Campbell

I am pleased to be with you this evening and intend to be quite informal. I thought I would take this opportunity to speak about some matters of international library cooperation that you may not have had in mind when you planned this Conference. We are surrounded by international conflict, but watching television last night, and seeing the most recent turn of events in the conflict between Syria and Israel, I was not too upset. In 1948, at the time of a similar situation in the Middle East, the Science Cooperation Centre of UNESCO in Cairo was facilitating the international exchange of information between the National Research Council in Tel Aviv and the scientific Faculties of the University of Damascus and the University of Cairo. This exchange of scientific information through the international channels of UNESCO was going on precisely at the time that various demonstrations of national conflict were going on.

In recent years, it has become quite normal for international political rivalry to exist without upsetting scientific and technical library communication. Much of the world activity involved in international exchanges is being carried out, not in the shape of separate international operations, but in the shape of daily domestic operations. I think it is a revelation to many librarians to realize that our international world of library cooperation and our domestic library worlds are completely merged. It is no longer possible to say where our national library life leaves off and our international library life begins. We exist in a global framework of information exchange from which we cannot remain aloof, even if we want to.

When your chairman asked me for a topic for tonight I said, "A thing that interests me would be to talk about how we establish common goals in research and reference information services." I have always felt that joint planning in establishing goals was necessary before you could expect joint action in achieving them. Between any two professional librarians working in the field of reference and information services, there must be a common understanding of the nature of their objectives and of the methods that can be used to achieve them. I would like to speak tonight about the wider framework of international cooperation which has been established in order to set up these common goals for our reference and research information systems. I hope to touch on how these common goals are created and how we may achieve them through joint cooperation.

This word "cooperation" is a slippery word; it is often used when what we really should be talking about are consolidations and mergers, the breaking down of established national and international systems and the setting up of new systems. I think that many of us are not satisfied to talk in rather vague ways about "cooperation." We realize that "cooperation" is a poor word to describe, what is really necessary--the formation of new joint activities which have an existence and vitality of their own.

At a recent meeting sponsored by the American Book Publishers Council discussing information science and technology, William Knox, the vice-president of McGraw-Hill, had this to say: "The United States is an information oriented society. Whatever is done here will be many years in advance of the rest of the world. The power of the new technology of information is hard to imagine." Just like the representative of Syria last night, I had prepared my speech before hearing that, because I had hoped to point out that there were some things which had happened elsewhere in the world that are of interest to us in North America.

I had wanted to spend a little time looking at some of the more recent forms of international cooperation in developing reference and research information services among the European countries. This is of importance to us in Canada. We need to look outside of North America and see the wider framework of international cooperation in librarianship and special librarianship. We need to study how we can be a part of it.

I don't think we in North America are the leaders at all in these specialized fields. Consider IATUL, the International Association of Technical University Libraries. IATUL is based in Holland at the library of the Technical Institute of Delft and is one of the most forward looking international institutions in disseminating information about the techniques of special librarians for technical universities. Some of you may know about its yearly seminars which are held in Delft. The topics of these seminars deal with the use of international instruments of librarianship and bibliography. Discussions and lectures are held on the application of the new methods of communication, documentation, classification, reprography for the improvement of services in technical libraries. These discussions grew out of the pioneer work in documentation in Europe before both World War I and II. Such ideas in the field of documentation came from Belgium and Holland over 80 years ago and they have been developing in North America only in the past 20 years. IATUL is a sample of the international activity which we should be in touch with.

Let me also mention the International Association of Theatre Libraries. Here is a group which meets every two years, travelling around the world, at the same time as the International Association for Theatre Research. These two bodies--one the scholars concerned with theatre research, the other the librarians and documentalists concerned with the information necessary for the performing arts, meet cooperatively to discuss and perfect their respective skills.

The examples of active international collaboration symbolized by these special meetings and seminars grows out of day-to-day telephone and telex conversations of special librarians in the European countries. It is the kind of daily cooperation that I think we have still to achieve. In spite of William Knox, I don't think we have yet begun to think seriously about our daily interaction outside of North America with the technical and scientific specialists in libraries and research centers around the world.

I have talked about international library cooperation in the non-governmental field. There is also the question of government contacts in information work and special librarianship. This is an activity that grew out of the experience of the Second World War. More than a dozen of the Specialized Agencies of the United Nations now have to deal with the inter-governmental exchange of documentation and information, and they have set up many hundreds of specialized information services and publications to achieve this. In 1946 UNESCO was given the task of coordinating this inter-governmental work. It has carried out this task for over 20 years, and has brought about some important results.

One of the main functions of UNESCO is to provide leadership in solving the problems that arise in developing international library cooperation. It has done this in the field of cataloging, training of librarians, microfilm reproduction, standardization and in other ways. From the resolutions approved by the representatives at the last General Conference of UNESCO, here the one which sets out UNESCO's role for 1967-68. "UNESCO is empowered to undertake studies, research and international action aimed at systematic and coordinated improvement of documentation, library and archive services, and in particular to obtain and disseminate information on progress in the standardization and unification of methods and techniques, and of the appropriate use of both traditional means and new mechanized and automated process." It is likely that UNESCO will turn particular attention to the transmission of information by such means as space satellites and world wide telecommunication, and this will have a great effect on many of the traditional methods of libraries.

In addition to the work carried on by these international governmental organizations, there are the regional inter-governmental bodies concerned with the exchange and standardization of information and documentation. The two largest regional agencies are the OECD which includes the Western Europeans and ourselves, as well as some non-European countries like Australia and Japan, and the Council for Mutual Assistance of the Soviet Union, which covers all of the countries of Eastern Europe, and some outside. These two bodies and their information activities are probably the most highly developed among the regional international bodies.

There is also a regional grouping of Arab States, and a regional grouping of Asian and African States. Both are developing cooperative arrangements for the exchange of reference and research information. In addition, there is a keen desire among the countries of Latin America for a more effective exchange of information. The Latin American countries do not wish to be considered a part of the North American scene in information handling, partly because of language, but partly because their problems of information exchange are not the problems which we face in North America.

Just how important this framework of regional and international organizations is, I can stress by pointing out that nothing that we do in our own work will be unaffected by what is happening in these bodies. If they develop international or regional documentation standards, and they are doing this, then this is where some of our standards will come from. An example of this is the 4" x 6" standard for microfiche. Microfiche came from European developments in the 1930's. The camera for this microform was perfected and used in Holland in the 1930's, and standard film sizes were adopted at that time. These developments are going to affect our ways of thinking and we will have to be aware of them.

I think the most important task which we face in setting common goals is that posed by the new technical achievements in reference services. If I speak more about this tonight than about some other matters, it is because I think that there is more need for us to be concerned about common goals in the new technology than in other areas, such as the older problems of classification, the Anglo-American catalogue code, or systems of standardizing bibliographical description.

The problem of a common approach to the new information technology is shared around the world. Many people feel that the rush to library automation efforts will be so rapid that each installation, preoccupied with its own internal efficiency, will not notice the incompatibility of its formats and codes with those of other institutions and reference systems. Unless strong efforts are made to coordinate these, there will be continuing breakdowns and a waste of effort of basic results. Dr. Vannevar Bush has said that the impact of computers in the field of information processing is going to be as powerful as the impact of antibiotics in the field of medicine. We must make this impact as meaningful as possible. We have to devise the ways in which these powerful tools are going to be used. More than this, we have to agree on the goals towards which we will work and specify the manner in which these systems should be employed.

In Canada, we are concerned with this problem. On the federal level we are working now to establish the goals for new systems of dissemination of research results and other information needs. We have the same kind of national structure of library and information bodies as you have; there is our National Science Library which is potentially our most important agency in the work on national systems of scientific information. The National Library, which you will be hearing about tomorrow, also plays a role; but because industry, science and medicine play such a large part in our 20th century culture, the National Science Library is probably moving faster than our other federal government bodies. There are also all the other government departments. In the field of education we have nothing like your Office of Education, but we have the beginnings of a new intergovernmental national education planning body, both for university and primary and secondary education.

We are quite conscious that in establishing these new national instruments, we are changing the responsibility of educational planning from provincial or state control to national control.

One important thing that we have discovered is that we have had to develop new skills for educational and library planning, and have had to establish new national organizations of librarians and information specialists. We have borrowed a good deal from some of your experiences and studied many of your programs. Many Canadian librarians visit New York State, California, Florida, Oregon to talk to their opposite numbers. One of the lacks which we have discovered in the United States is that of a basic theory of library communication and exchange which can be applied to work out solutions for various problems. We have also looked at France, Germany, Scandinavia, to learn their different approaches to information planning. We will continue to work on this problem, and we trust we may come up with answers that may be useful to others.

Within Canada Marshall McLuhan is producing many helpful insights into the way in which information is affecting our lives. I think it was Bertrand Russell who said there is nothing more practical than a good theory. There is often nothing more practical than some of McLuhan's insights when we are looking at a typical library problem. McLuhan has helped us to liberate ourselves from undue attention to past traditions with respect to communication. My own library, among its stated goals, holds that its purpose is to permit citizen access to all media. We do not make particular mention of books. I mention this because some agreement on basic aims is essential for international cooperation and the setting of common goals. We must be prepared to develop cogent new and purposeful theories of librarianship.

One problem we have come across is the difference of the generations in information handling. I think we feel the lack of older people who are prepared to leave the field of traditional librarianship and enter the field of information transfer. We need people who can communicate the traditional goals of librarianship to the practitioners who are working in the new information technology. We need to spend more time to bridge this gap, in order to capitalize on the insights of the newer practitioners in the information field. We do not have a separate documentation institute in Canada as you have with the ADI. We do have many information and data processors, and we feel that there is a real problem in planning some common approach between them and traditional librarians.

Another area that has caused a good deal of concern is cost. When we in Canada look at some of the United States plans for reference and information services, the questions of cost seem to have gone out the window. Some of us have studied the COSATI report on information handling systems for science and technology in the U. S. A. This is something that is going to affect all of Canada. We know that we cannot live less than 200 miles from the richest concentration of information in the world, which is to be found in the Eastern seabord of the United States, and be unaffected. The concept of regional networks and local informational networks which you are developing are of great concern to us. We expect that there will eventually be world networks linking these national and regional networks. The shaping of the national networks are going to be extremely important and we wonder how much we in Canada will be consulted concerning the design of these networks that affect us, and how much we will simply be expected to use them when they are designed.

To some of us, an information network should be something which grows naturally between individual institutions, not something which is forced into being to achieve the specific ends of a limited group of institutions. In some cases it may be a combination of these, since I realize that pressures for solutions to immediate problems generally find a solution. The question of cost has to come into discussion when we set our goals. I wonder how we are going to handle this question? How much real sharing of costs on an international basis is possible?

The question of costs has to be looked at from the point of view of the purpose to be served by the communication system. If this system is going to be designed on such a scale that it will serve world needs, then planning for these costs will involve all participants.

Mr. Campbell
Wednesday Evening
June 7

We are aware that on both sides of the North Pole, and on both sides of the Atlantic, we are shortly going to be using space satellites for transmission of information. This will not only be for video information, but information and data transmission. Those of us in libraries who are concerned with goals and planning recognize that we must be prepared to receive such communications and use them. In North American metropolitan urban areas, we have to design and plan our reference and research resource services with the matter of high speed transmission and reception from satellite communication very much in mind. I don't know how much of this has gone into the thinking in New York State in developing your systems. We know that we are not getting anywhere with present methods of facsimile transmission, it is too cumbersome and too uninteresting for the needs of the people that have to be served. It may be all right for some library housekeeping jobs, but it just doesn't meet the needs of people in the community who will find a dozen other ways of getting information faster than by the facsimile transmissions that we now have. We know that many bands are available for voice channels in satellite communication. We know that wherever the satellites are going to be, they will be stationed either over Canada or the United States and will be serving us both.

I have mentioned some of these matters because although we are dealing with goals in a limited area of specialized research and reference information, questions arising out of the new technologies will have a profound effect on some of the problems which we are considering.

I think this is the point at which I should end. I feel that the question of how we relate these international and world wide developments to our own work is one of our most pressing problems, when talking about common goals. We need to differentiate between the local services for which we will have to have one set of goals, and the regional services for which we will have to have another set. The two may have to be compatible or they may not. I think we have to keep them separated. If we have learned anything in the Metropolitan Toronto area in trying to devise goals and objectives for library service, it is that you have to pay a great deal of attention to the need of local people and requirements of local institutions. We can not ignore or brush over local problems. This doesn't mean that these local goals and objectives have to frustrate and hold back what has to get done by the region or the larger unit.

How then do we differentiate between local and regional goals, and how do we design the necessary information systems?

I think that we have to have a greater flexibility than we have had up to the present. We may have given lip service to this idea but not carried it out in practice. We also have to be more flexible in our approach to international possibilities. We have to be prepared to use international possibilities in a more highly organized way than we have done to date. I think we have to be prepared to go outside the English language. We have to be prepared to go into Portugese, Japanese, Chinese, wherever we need to, in order to know more about every particular problem. The same question of flexible development must play its part in redesigning our educational systems. In Canada we are just beginning to realize that in developing literacy we have not profited from the opportunities which we might have. We still have many tens of thousands of illiterate people. We have many tens of thousands of people whose needs we will never meet with the kinds of library and information services that we have today. They do not use them. We are going to have to redesign these services and develop goals which meet the needs of our population.

International interlibrary cooperation involves the things that I have raised very briefly tonight. If there are further aspects of these things which at any time, in any way, I or others of us from Canada can raise with you, I am sure that you will find we are very happy to do so. In a similar way, we need to get from you, your views and your reactions to some of these ideas on joint planning. Out of these I am sure we will eventually build those common goals and common standards that meet the needs of citizens on whatever side of whatever border there may be.

Discussion

Mrs. Mallam: Did I say something earlier about expanding horizons? I think our horizons have been considerably expanded in the last few minutes. Mr. Campbell has said that if we would like to discuss some of the questions he has raised, he would be happy to have us do so. I don't know that he knows that I know this, but he is conducting a European tour of libraries under the auspices of Drexel University starting next month and I for one would like to sign up. I think perhaps some of the rest of you might feel the same way. If there are questions, we can have them now.

Mr. Arnold: You spoke about information specialists and information retrieval. This may be something semantic and if so please tell me so, but can you tell me the difference between information specialists, information retrievers, information as such, and the idea of concepts. It seems to me that the one is a part of the other--information being a small part of ideas. And is there going to be any greater problem in this question of transmitting ideas from one culture to another? We are dealing here with something far broader and perhaps of far greater significance than science and technology alone. We are dealing with the humanities, literature, arts, history, sociology, all of which almost defy the categorization that goes into the more precise fields of say, chemistry, physics, mathematics, as these things are expressed in their own languages.

Mr. Campbell: I think this is really a very traditional library problem and I think one approach I would take is through the first scientific classification of knowledge of the late 19th century which did include all knowledge; that is, the Dewey Decimal system, the Universal Decimal system, all of these classifications which attempted to be scientific in the times of the 19th century included all knowledge. Let us trace what happened to them. Little by little they became the province of the classification specialist or the person who was concerned with the classification, transmission, and the retrieval of knowledge in the fields of greatest human importance and these happen to be, I think you will agree, science and technology. So that from this general approach, we have rapidly gone into what the new technology is now conerned with, which is almost exclusively the classification of knowledge and the transmission of ideas in the fields of science and technology. Like you, I am surprised that this has happened but I don't think we can say that it hasn't happened. We know that the lawyers, the humanists, the scholars in other fields of the social sciences, psychology, have attempted to develop some methods of coping with the rise of the development of ideas in their fields, but the thing which has probably been the most important in the field of science and technology has been the number of people who have been involved and the need to devise systems to give information to these people.

Discussion
Mr. Campbell
Wednesday Evening
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This has not been the case with the linguists, the humanists, the specialists in church history, and the people who have been concerned with the other aspects of science. So that for the moment and as one studies the reports--I mentioned the Carter report on document handling systems for the United States--it is entirely devoted to this other field. Now I suppose if I were to apply these criteria then, have a look at the question of common goals, yes, I agree, theoretically we have these common goals; that the information transfer operation in the field of nuclear physics is no more valuable than the information transfer operation in the field of Russian Slavic studies, but in fact in the cost analysis that we have to make, it is more valuable. If we want to attempt to devise something in fields that we feel are more important, then this is a challenge to the librarians, and I think we are the people who have to develop systems that have the same attractiveness as the ones which are commanding all the attention. It can be done. My own library staff members decided that they would like to use computers to order children's books and they worked it out quite successfully, they used it as a purely clerical operation and it did the clerical job. They plugged in the intellectual concepts which needed to be there in order to make the system function and the system functions. I think you can develop in any field you want to and utilize the new technology but ideas and the kinds of materials that we have put into the system are probably intrinsically different.

Mr. Penrose: I would like to ask how we compare with the Russians in information retrieval.

Mr. Campbell: If you ever look at Soviet classification of knowledge, you will recognize that the Soviets do not consider there is a difference between social science and pure science; they have overcome this problem of dealing with the humanities in a different scale of values than the pure science and the applied sciences. So I don't think you can actually compare the two approaches. They start from quite different premises. Therefore, the bibliographical abstract in the field of history is made with the same dedicated technical perfection as the bibliographical abstract in the field of nuclear physics. I think this is a very interesting comparison. I have seen analyses of the Soviet information center, made from the point of view of the United States and there has been some acknowledgement of this ability to have a fundamental, underlying, basic concept of knowledge extending throughout the whole of knowledge in the Soviet structure, but this is not the way knowledge is considered in the Western structure and I think this is one of the areas where there will always be differences. Another is their use of the classic encyclopedia which has always amazedme.As you probably know, they do much more to codify and present in digest form, in encyclopedic form, conventional wisdom, than North America does. We present it probably with some of the same effect but with much greater variety, probably much more expensively. It costs us much more to handle the output of knowledge in the way of books and other aspects of computer and media. We spend more of our gross national product in both Canada and the United States on the production, dissemination and use of knowledge. Less goes in in the Soviet Union. These are the two comments I would make. Technically their linguistic interest I think is to some extent more pervasive than we have been able to develop in North America but whether it is any more beneficial because of the political blocks which they impose on their linguists, and on their other scientists, is an open question. We know that little by little, their structure is changing and following a good many of the practices which in North America and Western Europe we were beginning to develop at the end of the 19th century.

Mr. Mitchell: Mr. Campbell has a book on the public library and the urban situation. When is it to come out?

Mr. Campbell: A good deal of it you can get out of "Library Trends" in the earlier issue we put out in 1965. The volume has actually been published, but Pergamon is not a very active publisher, I think, in the United States. I think the publication date was last February, as a matter of fact. The difference between Library Trends and the book is that it includes another 25 analyses of metropolitan developments which were not able to get into Library Trends. I certainly felt that the problem of continental United States involved much more study and research than I was able to give to the other metropolitan areas, and so I am hoping that somebody from the New York or Washington area will come up with a good, analytic review of just what is happening with the public libraries of the United States of America. But this comparative study outside the United States is actually now available.

Miss Connor: In regard to the need for mergers, etc., were you referring to the public library field because we are representative here of several types of libraries. Would you elaborate on that?

Mr. Campbell: I am afraid the sky is the limit. Yes, I would very definitely merge many of the public and college libraries and I spend a good deal of my time engineering these mergers. They are terribly, terribly time-consuming and it takes years to develop. We are now trying to engineer a merger between what we call community colleges in Ontario and the public library system. The only luck we may have is that community colleges haven't got started yet, so we may find that it is possible to achieve something here; but I think you would all agree that it is just nonsense to go on spawning separatist kinds of institutions in the information and library field when the present institutions that we have are operating under capacity; basically under the intellectual capacity of the people who are in charge of them, and in my terms under the financial capacity, i.e., the community is paying more than it is getting from them. Mr. Redmond probably spoke about the problems of the colleges trying to consolidate some of their planning in Ontario. We hope that we will consolidate the community colleges. We may be able to make some effect on the schools, though only after they break up or break down, one or the other. Only then can we stand ready to salvage the wreck of the secondary school system of--I don't think just Canada but probably also the United States--and try to develop a community instrument for educating people rather than employing people. So that I feel we have to be very very imaginative in designing. Probably a pilot operation is all we can do at this juncture. In Ontario we managed to get rid of the 500 community libraries that were in communities of under 5,000 population. In the urban areas, we tend to be getting rid of the public libraries that serve less that the 60 or 70 thousand population units. And the question of working with the colleges by one means or another--we obviously are going to have to restructure. The province of Quebec is doing this with its community colleges. These are probably going to become much more publicly oriented than simply scholastically oriented.

Mr. Edward Phelps: Is there a possibility that bibliographic services of the Toronto Public Library system and the new University of Toronto Library to serve Ontario could be merged in some way?

Mr. Campbell: We have taken a number of looks at this and you have the problem in that they are in fact serving two different publics. We do not believe they are serving the same public. So I think it is terribly important that you know exactly which public you are serving and that you don't confuse things that do have to be done locally and things which have to be done regionally or nationally. In the case of the University of Toronto, here we have an institution which is basically a provincial resource. It is designed to carry out very broad scholarly functions. The Toronto Public Library is not by any means a provincial resource. It is purely a local resource and it has not the same goals. So although there may be two book collections, they are really not designed to serve the same communities.

THURSDAY, JUNE 8

Aspects of International Cooperation

PRESIDING: Dr. Roger Greer

SPEAKERS: Miss Martha Shepard
Mr. John C. Frantz

Round Tables on Inter-Library Cooperation

LEADERS: Mrs. Josephine Mentley
Mrs. Margery Allen
Mrs. Margaret Garner
Miss Jean Connor

Conservation and Restoration of Library Materials

PRESIDING: Mr. H. J. Swinney

SPEAKER: Mr. Harold W. Tribolet

The Union Catalogue of the National Library of Canada and Its Services

Miss Martha Shepard
National Library of Canada

Introduction by Dr. Roger Greer, Assistant Dean, Library School, Syracuse University

This is the second session of the Summer Conference on International Interlibrary Cooperation. Our speakers this morning are both distinguished members of our profession. Their positions have necessarily required a national and international point of view in providing library services. Our first speaker, Miss Martha Shepard, received her B.A. in English and History from Queen's University in Kingston, Ontario. Her B. L. S. was awarded by the University of Toronto. From 1936 to 1950 Miss Shepard was with the Toronto Public Library and while at Toronto she worked for a short period as a cataloger and for the rest of the time as reference librarian. In 1950 Miss Shepard went to the National Library as Chief of the Reference Division. Her responsibilities have included the general organization of reference services and compilation of the union catalog. In addition to this, wherever librarians gather to discuss reference service, Miss Shepard is usually there representing the National Library and making an important contribution. Another point about Miss Shepard that appears relevant to this international meeting is the fact that she is three-quarters American. Her American parents were living in Toronto at the time of her birth. It is my pleasure to present Miss Martha Shepard.

Miss Shepard, National Library of Canada

What the Union Catalogue is:

The Union Catalogue is a record of the holdings of the major libraries in Canada and now includes 276.University libraries, provincial legislative libraries, the departmental libraries of the federal government, special libraries and the larger public libraries are represented. With the public libraries there is variation as to what is included. For some the complete non-fiction holdings are reported, while for others only the reference collection is recorded.

The catalogue was compiled by microfilming the main entry cards in the library catalogues or shelf lists, making enlargements back to the original 3 x 5 size, stamping these enlargements with the symbol for the library and filing them into the catalogue. The catalogue now has nearly 9,000,000 cards and is growing at the rate of 4,000 cards every day which represent the new acquisitions of the contributing libraries.

Miss Shepard
Thursday Morning
June 8

For approximately the first ten years that we were microfilming library catalogues, roughly from 1950 to 1960, we sent a librarian with our camera to do the filming of the cards. This may strike you as rather a waste of a professional person's time, but we found it of the greatest possible value to us to be acquainted personally with the librarians across the country and to have an inside knowledge of the libraries, the conditions of work, any peculiarities or specialties of the collections and the personalities of the staff. In building up our service from zero as we have done this has been most helpful. We also found that we spread the gospel of the National Library and its Union Catalogue wherever we happened to be. During the time the members of our staff were microfilming at libraries away from Ottawa they were always asked to speak to the local library association about our services and of course they discussed what we were doing with other librarians over countless cups of coffee.

How the catalogue is used

Like all union catalogues, ours is a main entry catalogue and is of no use unless one knows what books one wishes to locate. We are averaging 200 location requests a day and of these we locate over 75% in Canadian libraries. Requests are received by mail, telephone and Telex. The Telex machine was installed in January 1964 and the network has grown from two libraries to the present 38. There are libraries right across the country from Fredericton, New Brunswick, to Victoria, British Columbia, and as far north as Whitehorse in the Yukon.

On May 19th a TWX machine was added so that the National Library could transmit messages sent on Telex by Canadian libraries to the American libraries on the TWX network. This will also work the other way. If your libraries wish information from Canadian libraries, TWX messages can be sent to the National Library for transmission over the Telex network.

An interesting outgrowth of the Telex network has been the development of regional centres equipped with Telex rather than union catalogues. By using this means of communication with the National Union Catalogue it is possible for them to fill interlibrary loan requests with the minimum of delay. In the Lakehead area the Fort William Public Library and Lakehead University have Telex. The public library makes many requests for the smaller libraries in the region and we have an agreement with them that ILLO on a Telex message means that they wish the book sent immediately to the library indicated in the message. Similarly in the Windsor area, five libraries have Telex for communication between themselves and with the National Library--the Windsor Public Library and the University of Windsor, Chatham Public Library, Sarnia Public Library and the Polymer Corporation in Sarnia.

The routine followed in handling the requests is as streamlined as we can make it. If libraries send us the standard multiple-copy interlibrary loan forms, we ask that they leave the space for the borrowing library blank. We make two Xerox copies of these forms one of which is used by the searcher for the complete report of the search, the library locations if any are found, and the books consulted in the attempt to verify the author and title. If the National Library has the book asked for, we lend it using the interlibrary loan forms sent to us, or if we do not have it, we forward the forms to the nearest library which has and use one of the Xeroxed copies to send the inquirer a report of where we have sent their request as well as a list of any other locations in case they have to apply to other libraries for the material needed. We supply forms which can be used for lists of titles if libraries or individuals wish locations for later borrowing and we ask that these are sent us in duplicate. Again, one is used for the working copy and the other is returned to the inquirer with the report of any locations found.

For Telex and TWX requests, we use two copy paper so that we have one copy for the searcher and one which is kept at the central control to insure that no searchers take too long or that requests are not mislaid.

For the week of May 15 to 19 the location requests were as follows:

996 items searched for and of these 733 were located in Canadian libraries.

470 were received by mail.

329 were received by Telex.

197 were received by telephone.

The busiest times of the year are from October to March when the universities are in session.

A central union catalogue versus regional union catalogues

Union catalogues are so expensive to compile and to maintain, and take so many hours of staff time to edit, organize and interfile that it has always seemed to me wiser to rely on one central union catalogue for locations rather than developing several regional union catalogues.

Telex, TWX and the telephone can be used for communication of urgent requests with the result that comparatively few people are seriously inconvenienced by the lack of a regional union catalogue. I was interested to read in the March 1967 issue of the Journal of Documentation an article by M. K. Buckland of the University of Lancaster called "The Quantitative Evaluation of Regional Union Catalogues." His conclusions are as follows:

> This comparison shows that a system of multiple union catalogues differs from a single union catalogue system in the following respects:
>
> It is necessarily more expensive to compile and edit.
>
> It cannot be less, and is almost certain to be more expensive in terms of catalogue searching. In the case considered it was 1.46 times more expensive.
>
> The cost of overheads is likely to be greater.
>
> The time taken cannot be less and is almost certain to be greater, being so by a factor of at least 1.23 in the case studied.

Serials record

A record of serial holdings is a necessary supplement to a union catalogue. Some years ago we agreed to act as the co-ordinating point and forwarding agent for serial reports from Canadian libraries to New Serial Titles. Libraries send us their reports in duplicate, one on the NST form and the other on a plain white slip. This latter is filed in the serial file which is separate from the Union Catalogue and the NST forms are forwarded at the end of each month to the National Science Library in Ottawa which makes a record of all scientific and technical serial holdings and then sends the NST forms to the Library of Congress. Thus one report from a Canadian library fills three purposes.

We plan to publish a Union List of Serials held by Canadian Libraries in the Social Sciences and Humanities but this will probably not be ready before 1976. As a first step and an interim reference tool we will be publishing later this year a List of the Periodicals in the Social Sciences and Humanities Currently Received by Canadian Libraries. This gives no details of holdings, just the fact that a periodical is received currently, and will be kept up to date by supplements and new editions until the union list is published.

Miss Shepard
Thursday Morning
June 8

National Library lending policy

We try to make our interlibrary loan policy as liberal as possible and fill as many location requests as we can from our own collection. Reference books and rare books cannot be lent and when possible, we prefer to substitute Xerox copies of periodical articles rather than lending bound volumes.

For the week of May 15 to 19, we loaned from our own collection 111 items out of the 996 for which we searched. The types of libraries to which we loaned material are:

Government libraries in Ottawa	41
University libraries (including 3 loans to the Catholic University of America in Washington, D. C.)	38
Special libraries	13
Public Libraries	13
Regional libraries	6

My own favourite interlibrary loan was a volume of Marius Barbeau's Indian fairy tales in French which we loaned to a library in Moscow.

In conclusion, our services are available to libraries anywhere in the world if they supplement those offered in their own countries.

New Paths for Libraries

Mr. John C. Frantz, Director
Brooklyn Public Library

Introduction by Dr. Roger Greer

Our second speaker this morning is Mr. John C. Frantz. He has just returned to New York, his native state, as Director of the Brooklyn Public Library. Mr. Frantz has had library experience on the local, state and national levels. It is a pleasure to say that he is a graduate of Syracuse University where he received his A. B. degree in English as well as his B. S. and Master's in Library Science. Since then he has been a branch librarian in Omaha, public library consultant with the Wisconsin State Library, Director of the Green Bay-Brown County, Wisconsin Public Library, Library Extension Specialist with the U. S. Office of Education, and from 1965 until last week he was Chief of the Library Services and Construction Act Section of the U. S. Office of Education. He has been a frequent contributor to professional literature and has lectured at Syracuse University, University of Wisconsin and the University of Maryland. It is my pleasure to present Mr. Frantz.

Mr. Frantz

In this paper, I would like to concentrate primarily on two aspects of the contemporary scene. First, the changing nature of the demands made by our society on libraries and other information agencies. Second, the responses now beginning to be made to these demands as libraries move, or in some cases are being shoved, into an age of communications. To do this task adequately, I hope you will permit me a little skywriting and/or crystal-ball gazing. In return, I promise an absolute minimum of navel contemplation.

Our global civilization is rapidly moving into an age where the creation, the manipulation, and the transferring of information will become our major function as productive individuals. The work of the world, as we move into the last third of the twentieth century, will be coping effectively with our natural, social, and economic environments. An adequate response, individually or collectively, will depend on an education that is a continuous process throughout life. Dramatic evidence of this requirement is the present estimate that sixty per cent, three out of five, of the persons now employed in the technical trades will, in 1975, be working at jobs that don't even exist today. The kind of continuous education that this trend will require will be directly based on full, free, and constant access to information.

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A library has traditionally been a communication bank, lending stability and resources to the commerce of information. Today, however, educational technique is vastly increasing the sheer bulk of information at the same time that our technology is revolutionizing the means and methods of information processing. Traditional libraries, and traditional library functions, will become transformed into a complex system of inter-locking units devoted to the location of needed information and its delivery to the inquirer. Libraries, and the concept of the library sciences, will retain the essential and viable library function only if obsolete and ineffective procedures are streamlined or discarded.

Libraries, as such, may well lose any monopoly which they may have enjoyed on comprehensive collections of data. Librarians, however, will gain a central role in the whole structure of universal communications. Man has traditionally relied on the scientist to produce change. He has traditionally relied on the artist to accommodate change. The library, or if you will, the librarian, faces the following transition:

1. Produce library techniques based on the best of the new while retaining the best of the old
2. Accommodate a decentralized profusion of library functions in myriad types of individual and institutional settings
3. Insist on his own continuous education across the whole known spectrum of communication
4. Operate always on behalf of his client, the seeker after knowledge, information, education, and recreation

Francis Keppel, when he was the U. S. Commissioner of Education, often observed that education was becoming too important to be left to educators. I am suggesting that libraries are too important to leave to librarians. The forces of the communications age will rush to fill any vacuum created by unimaginative or parochial professionals.

Planning for our nation's libraries cannot be limited to "more of the same". Planning must shift to a much broader and more comprehensive concept of the nature and the uses of information. Libraries as they have developed in the nineteenth and twentieth centuries will find their responsibilities--and their constituencies--greatly enlarged. We should also recognize that some of their more specialized or more marginal functions will be more effectively undertaken by an increasingly wide variety of other public and private enterprises. Sound library planning will also sharply question the institutional affiliation of libraries which has tended to establish a series of Balkan State--school libraries, public libraries, academic libraries, etc. Of much greater significance is the user affiliation--who (without regard to how libraries or, for that matter, nations may classify him) needs information?

Let me go back for a moment to review some current library efforts to respond to the changes we have been considering. Many of these efforts are modest, even prosaic, but they hold real promise for library service systems sufficiently broadly based to move with the changing fabric of our civilization.

American public libraries have made a heavy commitment to the concept of systems of libraries because such organization provided efficient and economical service conveniently available to all residents of an area. Actual implementation of the systems concept, however, has been very slow in developing. Reasons for the delay include the shortage of funds facing all libraries, lack of a broad understanding of systems operation, the fear of loss of autonomy of smaller libraries, and the fear on the part of the larger libraries of excessive demands on their resources.

One of the major activities of a library that lends itself most readily to cooperative achievement is the acquisition of materials and their preparation for use. Centralized processing operations serve each library individually by offering such services as book ordering, cataloging, classification, card duplication, central billing, etc.

Another component of system operation that is equally appropriate to centralization is reference, research and information services. Like centralized processing, such services can be offered to each participating library without arousing the negative responses to the idea of total system operation. Further, cooperative information systems emphasize the specific responsibilities of each participating unit as well as the services of the central unit.

Typically, existing or proposed library information systems have two major aspects, (1) one or more central libraries with competent staff and adequate resources to provide a specified range and quality of information in the area of general library reference work or in assigned sub-areas; and, (2) a number of participating or member libraries providing a specified limited range of "ready reference" services and referring other inquiries to a central source. Most systems use TWX and/or WATS for interlibrary communication and mail or delivery truck for interlibrary transportation. New York is now operating a pilot facsimile transmission network.

Nearly all existing information systems have been developed during the last five years and no adequate statistical evaluation of their effectiveness is yet available. All cooperative library systems provide for reference and interlibrary loan services but the quality attained varies widely. The examples given here are limited primarily to those systems which were designed or initiated to give interlibrary reference and research services.

San Joaquin Valley Information Service

This system was organized in 1959 to serve ten libraries in a six-county area from headquarters located in the Fresno County Free Library. The demonstration phase of the system was terminated in 1961 and since then, the service has been maintained on a self-supporting basis. The service was initiated in response to an increasing need for more reference materials, particularly those of a specialized nature, and for additional trained reference librarians. Photocopy service and inservice training for participating libraries were important parts of the total project. A multilithed union list of directories was distributed to member libraries, branches, chambers of commerce, and other users throughout the area. During the demonstration phase of the service, 5,000 reference and research questions were answered and more than 15,000 photocopied items were supplied to libraries and individuals. A total of 146,050 items including book lists, annual reports, charts, and brochures were also distributed.

Associated Science Libraries of San Diego

This cooperative includes three commercial companies, one public library, one college and one university, and one government laboratory. The objectives of the system are to increase the resources of the area by controlling the duplication of expensive acquisitions, to provide rapid access to information for scientists and engineers by facilitating loans, appropriate referral, direct loans and bibliographic services. The San Diego Public Library has published data on the scope and purposes of the system, the science information resources of the area (about 2 million publications), the availability of these resources, and the growing recognition of San Diego as a national science center. Other information distributed to users includes a directory showing resources, hours and loan procedures of the member libraries, this serving as a guide to the location and use of San Diego science information resources.

Wausau, Wisconsin Regional Reference System

This system, serving 318,990 people in 11 north-central Wisconsin counties, is based in Wausau which has the largest public library in the area. The aims of the system are to strengthen reference resources of both the central and the participating libraries, to facilitate referral and interlibrary loan, and to offer continuous inservice training of reference librarians. The State Library will evaluate the project as a guide to planning other centers. The project began as a Federally financed demonstration under the Library Services Act in 1961. By 1965, most of its support was being provided locally. During the demonstration period, 33 training workshops were held and 23,589 interlibrary loans were transacted.

Indiana Communication System

The Indiana State Library, thirty local public libraries, four State University libraries, and three other academic or special libraries, are interconnected by TWX for the purpose of making resources more widely available throughout the state. Reference referrals, interlibrary loans, professional messages, and other communications are all handled by this network. Smaller libraries not directly participating may make collect calls to the nearest member library to take advantage of the system.

Bibliographical Center for Research, Rocky Mountain Region, Inc. (Denver, Colorado)

The Center is a nonprofit Colorado corporation, established in 1935 to facilitate the location and exchange of research materials among the libraries of the region. The Bibliographical Center for Research was founded because of the lack of research materials in the individual libraries of the region, and is an outstanding example of cooperation among them. Some 200 libraries in the region make use of its services, and support its activities.

In 1965, five states participated in the Center with LSCA services plan funds. Colorado, Nebraska, Nevada, South Dakota and Wyoming paid membership fees to the Center to enlarge their reference capabilities.

Colorado's 130 public libraries were able to call on the

Center for interlibrary loan requests, and 1,300 requests were processed in the first six months of 1965. Twenty-nine of the libraries used the center for the first time. The most significant aspect of this project is the involvement of smaller and medium-sized libraries which previously have not used the Center because of the fees required.

The Nebraska Public Library Commission pays membership dues to the Center to enable the Commission to forward requests from public libraries in the State. In Nevada and South Dakota, requests to the Center are made through the State Libraries. Six public libraries in South Dakota have separate memberships in the Center. The Wyoming State Library clears requests for services to the Center from the county libraries.

You will note that I have been unable to resist mentioning the Library Services and Construction Act. The quality of library services is, of course, directly dependent on sound financing. The best and most promising developments in library services today are based on a funding pattern that uses Federal, State, and local funds to maximum advantage.

At the present time, 27 states have state-aid programs which consist of cash grants to local libraries or library systems. In 1950, such state grants made up only 1.7 per cent of total public library expenditures. In 1956, this proportion rose to 2.7 per cent, amounting to $4.3 million. By 1961, state grants totaled $17 million or about 6 per cent of all public library expenditures. Current levels are continuing this trend. The New York systems study found approximately the following: Federal 6 per cent--State 17 per cent--Local 77 per cent.

Although this trend is highly encouraging, the proportion of State support for public libraries does not yet begin to achieve levels recognized by professional leaders as necessary for services of high quality. A recent recommendation by one prominent state librarian suggested that a realistic proportion in terms of present tax revenue resources would be 40 per cent from local sources, 40 per cent from state sources, and 20 per cent at the national level. There is probably no one ratio that would be appropriate for all states, but clearly the too heavy reliance on the local property tax is inequitable and, further, does not recognize the present pattern of library demand and library use.

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The United States government has recognized in basic legislation its responsibility to promote the development of good libraries and reliable information systems on behalf of all the people. Evidence of this commitment is found in such ongoing programs as the Library Services and Construction Act; Title II of the Elementary and Secondary Education Act; Title II of the Higher Education Act, the Higher Education Facilities Act; the State Technical Services Act, and several related programs.

In more current developments, I want to note two or three national trends based on and reflecting some of the changes I noted earlier. There should be direct involvement for state librarians, local librarians and ultimately, for every public librarian.

The National Advisory Commission on Libraries was appointed by President Johnson last October and met first in November. The fact that it exists for only one year means that the final report is due in November 1967. The Commission has been meeting each month. The Commission is concerned with thirty independent studies of their library services, library manpower and library finance. Later this summer the position of the administration at the national level will have to be determined by the recommendation of this Commission. The local level also will reflect its work and there will be increasing involvement of the Library of Congress staff.

Secondly, there is the MARC project of L.C. with machines for cataloging and experience in the processing of computer tape. This technological process can be shared all over the country.

COSATT recommends that a federal agent be responsible for single copies of all scientific and technological documents.

Related to this is the Committee on National Library Information Systems. The American Library Association is charged with the investigation of trends and different needs in the handling of technical information and the reporting back to all parent organizations at the national level. Also to establish ultimately a national public policy on libraries.

There is increasing concern on the part of the Congress that too many of the programs are proliferated. All this points to the future importance of program planning and performance budgeting cost-effectiveness.

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Dr. Greer: Thank you very much. We have about 25 minutes for questions. I might as well begin. This is a somewhat loaded question, but in all of your discussion about what is happening in Washington in terms of planning, there seems to be an absence of any mention of the Library of Congress being at the center of the action. Would you comment about this?

Mr. Frantz: I skipped a number of illustrations of activities at the federal level because I did want to keep within my time. I would have cited the L. C. MARC project, for example, the machinery of cataloging record, which is again sharing tapes on a pilot library basis across the country; and I would also have mentioned the Federal Library Committee which is a creation jointly of the Bureau of the Budget and the Library of Congress and consists of official representatives from national libraries who meet monthly. These are libraries of the Department of Agriculture, Department of the Interior, Department of Defense, National Library of Medicine, Library of Congress, HEW, etc., who are beginning to coordinate library objectives, roles and functions at the national level. This will inevitably lead them to a national information system within each of these departmental operations on the one hand, and to the State structures on the other. As a matter of fact very soon, I think probably this Fall, the Federal Library Committee will have a full scale meeting with the heads of the State Library administrative agencies, to explore more fully their mutual working relationships. The Library of Congress is of course enormously important. These are two of the things I think of that are of interest.

Dr. Greer: Do you foresee the possibility of the Library of Congress becoming a national library?

Mr. Frantz: Yes, to be sure. I think it is much more of a national library today than it was five years ago. I think that the Library of Congress, which is an enormously complex operation needs a half a decade to get steered into a slightly different direction, but having done this, it is beginning to move much more rapidly. I think this can be done, and will be done, without necessarily changing its structure, which is a little peculiar. You have a National Library of Medicine, so designated, and it is a functional administrative department. The Library of Congress, we must never forget, is an arm of the Congress, and they are going to keep it that way. I don't think that Congress as such is going to impede L. C.'s movement toward being a genuine national library.

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Mr. Penrose: It seems to me that many of these projects are simply citing information and locating it. Can we hope to get direct access to information in the forseeable future?

Mr. Frantz: I am not sure how I want to answer that. I think whatever we need to have in the way of technology to handle the process and transmission of information will be forthcoming. Now the hardware is not only expensive, it is also crude; but I think certainly within the next decade, there is practically nothing that we as people needing information, that we won't be able to get through the technology of it. I think what we need to give most careful consideration to is the nature and the software if you will, of what goes into the hardware. Where is the real need? That is as close as I can come to answering. I don't think we need to worry about the technological part of it. Laser reduction is doing fantastic things, for example.

Miss Connor: I should like to ask Miss Shepard a question, referring to the statement that the National Library services were available to supplement those in one's own country. This is of course a real problem of the design of referral systems--not to overload the largest library at the top without a careful use of intermediate levels and resources. I wonder if you can say anything more on this point? In other words it would seem to indicate to me that you are suggesting it would be a mistake, simply because some libraries are seventy miles away, that they feed everything up to the National Library of Canada without the use first of their own state resources and then their own national. Is this what you are really telling us?

Miss Shepard: I think I am being what Mr. Redmond said Canadians are, a little cautious. Most of the requests for interlibrary loans or location information that come to us from other countries, are for Canadian publications or requests from the U. S. for French or English publications which are more likely to be found in Canada, perhaps, than here. It is a vexing question: How much we are responsible to help you if the material here is in great demand and you can't get it? We are quite happy to help every way we can, but I do think the international requests for loans should be of a certain type of material primarily. We try to steer away loans from the larger libraries to some of the smaller ones if we can.

Mr. Arnold: I should like to ask this question which I think is simply another approach to this problem. What if one of us here had need of library material available either through

Ottawa or Berkeley, California? Would we be expected here to turn to Berkeley when we are so much closer to Ottawa?

Miss Shepard: No, I don't think so. A transcontinental loan when you can get it just a few miles away isn't reasonable.

Mr. Edward Phelps: I would like to ask Mr. Frantz to elaborate on the matter of compartmentalization of libraries between public libraries and small libraries and university libraries. To what extent does he feel that the services of these libraries can be amalgamated and has it been tried any place?

Mr. Frantz: I don't think that the idea or the principle of school libraries operating public libraries or vice-versa has ever been fully tested, at least in the United States library system. What we have done is found through pragmatic experience that it doesn't work. And maybe the reason that it hasn't worked is that the school is a mandatory educational experience created by state and federal law and regulations. In this climate and given the level of funding, natural priority went to the school-library aspect of services. On the other hand in many, many communities across the nation we have a public library acting in place of the school library and not doing a very good job. If the Title II Program of the Elementary and Secondary Education Act is continued and expanded, it won't be very long before school libraries begin to approach levels of adequacy of meeting their particular clientele. At that point, or beginning now, comes the moment of truth for public libraries which have acted in fact as school libraries, and not as public libraries at all. What this leads us to in very logical sequence is the question, "What is a public library?"

Question: Might I ask what are the cooperative possibilities between large university and large public library systems?

Mr. Frantz: I would say that when you have a chance to start from scratch as the planners did in Columbia, Maryland,--which is the creation of an entirely new community not merely a residential area but a totally planned community largely self-sufficient in terms of economic opportunities, education, social programs, and so on,--the opportunity then exists for one administratively-central library and information operation. And I would urge you to look at this Columbia report. It does provide in one administrative structure all of the miscellaneous functions performed by school, by academic and by public libraries and beyond that, to commercial information sources, such as newspapers, magazines, Book-of-the-Month Club, and all the rest of them. It ties us together in a monolithic kind of communication-handling concept. I certainly don't advance this as something we can or should do with the existing diversity of such systems, but I do suggest that it gives us a chance to look at the concept and to see where our existing Balkan States, if you will, might adapt themselves to more fully achieve this end. I am not sure that this is even desirable but I do think it provides a framework in which we can look at and think about this question.

Mr. John Humphry: It might be helpful to investigate the District of Columbia library system, which for years was involved with delineations between the school and public library responsibilities. An object lesson, I think, is very much here in this experience. It hasn't been too many years ago that this problem was resolved, whether the public library should run the school libraries, etc. So there is a lot to be learned from this experience. The Columbia project in Maryland that was referred is also a very interesting concept. It is one that I think a great deal of experience can be gleaned from with respect to the question you propose. It talks about a communications community concept and dividing a big pile into various areas of responsibility. But I think the matter is a tough one when you take an existing situation versus getting a new program of information service. I think the future of these cooperative measures lies first in the adequate development of the various kinds of libraries where they meet certain standards that the profession has stated, then you can talk after that about meaningful cooperation. This is where the school and the public library can work much more effectively. When we get the school libraries up to standard and the public libraries up to standard, then the regional or district or cooperative measure comes about in much more meaningful terms. That is, the school library and the public library can draw perhaps on a common regional service which is much broader and larger and more comprehensive that either one of the specific kinds of libraries can provide on its own.

Dr. Greer: I have a question for Miss Shepard about the Union Catalog--two questions really. How much overlap is there between your Union Catalog and the National Union Catalog of the Library of Congress? And secondly, will your Union Catalog be published?

Miss Shepard: In the printed National Union Catalog, some years ago we agreed to report to Washington all the current holdings that were reported to us by Canadian libraries for non-Canadian, non-American publications. It is assumed that the Library of Congress has every American publication; it is assumed that the National Library of Canada has every Canadian publication. Therefore we report the others for the current year, and those are published in the printed National Union Catalog. You will see on every other page a little symbol beginning with Ca--that is a Canadian Library holding. There are other Canadian reports going direct to LC; the University of British Columbia reports to the Seattle Union Catalog and some of their holdings filter down to LC through Seattle. Mr. Campbell wasn't satisfied with our limited reporting, so the Toronto Public Library is reporting in duplicate, both to us and to Washington. LC found that the titles we report to them in some cases indicate enough unique or scarcely-held titles coming from Canada to make it worth while their including these in the National Union Catalog. When the government was first considering embarking on the expense of a union catalog, Dr. Larramore as National Librarian and Mr. Mumford who was then your Librarian of Congress, had several serious discussions about the advisability of Canada spending this money when we could report every Canadian holding to LC and let LC do the job for the continent. They admitted that this would be more economical financially, more economical of staff, but they felt that it wasn't wise politically. There might come a time--we certainly would hope not but there might come a time--when this would be awkward. For that reason they decided to maintain the two. Theoretically there is no reason we should duplicate what is done in LC.

About publishing, that is one of the questions we have always been asked. I was very interested when LC's programs for publication were announced. We have always had the dream of publishing as time and staff permit; we do use LC cards for making a final card with a neat little row of symbols down the left-hand side. As every one of our own books is cataloged, a duplicate card is made for the Union Catalog and these are used for final cards. Reference cards where needed are made and typed in the final form. There is no reason this editorial work can't go on if we have the staff to do it, and eventually publish. I would like to see it published sometime but I have a feeling it won't be in my span of years left to work. It is going to take LC twelve years.

Mr. Phelps: I should like to ask Miss Shepard if rather than publishing the entire National Union Catalog, it would be perhaps better to encourage publication of more specialized catalogs, like a catalog of Canadian imprints in the 19th century to replace the various things that are now available, to make them more complete.

Miss Shepard: You mean special bibliographies complete with library holdings. Yes, this could be done. We will hope to publish within a year a bibliography of Canadian imprints from 1867 to 1900. This fills in one of the gaps. But library holdings won't be included, I think, in this, just the list itself. There is no reason we couldn't start, again if we had the staff to do it, bibliographies of individual Canadian writers, complete with holdings. This would be a small start on a large program.

Mrs. Greer: For my own personal satisfaction, what percentage, Miss Shepard, of the reference requests do you answer by using the author entry only?

Miss Shepard: We get very few reference requests as of now. Practically all of our requests have been straight location requests.

Mrs. Greer: Can you answer them just by your author entry, then?

Miss Shepard: Yes; if we have to, we can use bibliographies to supplement. For subject requests, we have to use printed subject catalogs like LC subject bibliographies, find out what there is on the subject, then use the author and look in the union catalog to see if it is available. This is the only way we can do it. And this of course takes time because you have to go a round-about way.

Dr. Greer: The lady is referring to a discussion apparently going on in the North Country Council, as to whether or not corporate entries cause enough confusion between the requester and the way it is entered in the catalog.

Miss Shepard: Could I make a remark to that? They certainly do. It is one of the biggest problems in a union catalog because no two libraries will use the same corporate entry. We get the problem compounded being a bi-lingual country; the French libraries will use the French heading for the corporate author. I think our prime example was one publication entered under eight different headings.

Dr. Greer: Miss Shepard, Mr. Frantz, thank you very much for a very informative session.

Summary of Round Table Discussion on Inter-Library Loans

June 8, 1967

Discussion leader: Mrs. Josephine G. Mentley

Attending were about fourteen librarians representing college, public and special libraries in New York and Ontario.

PHOTOCOPIES: The first point of discussion was the use of photocopies in lieu of actual loans. Mr. Frantz offered the opinion that the revision of the copyright law now pending in Congress would not affect present practice, i.e. "fair use."

FACTS and NYSILL: Mrs. Hess, Library, State University College, Potsdam, described the operation of the FACTS and NYSILL networks now in operation in New York State as pilot projects to facilitate and speed up inter-library borrowing. Many questions were posed as a result of her presentation.

RESTRICTIONS ON BORROWING: The question of restrictions on inter-library loan requests brought widely varying opinions from different members of the group. Some librarians felt that they should be able to forward any serious request which they could not fill from their own collection. Mr. Redmond stated that the larger libraries feel that borrowing institutions should adhere to the stipulations of the Inter-Library Loan code. He reported that the Ontario Council of Research Libraries intends to interpret the code strictly as a means of forcing individual institutions to build up their own collections and of assuming the responsibility for screening requests.

POSTAL RATES: The group agreed informally on a resolution urging reciprocal Canadian-U.S. Inter-Library Loan postal rates. In this connection, Mr. Frantz pointed out the continuing struggle in the U. S. to maintain the special library rate.

Mrs. Anne Mitchell, Reporter

Summary of Round Table Discussion on Cataloging

June 8, 1967

Discussion leader: Mrs. Margery Allen

Thirteen library representatives participated. Pre-meeting questionnaires listed interest in reclassification, subject heading control and authority files.

RECLASSIFICATION:

Mrs. Selma Foster of the State University College at Potsdam outlined procedures followed in reclassification at Potsdam State. She suggested that those already involved in a change-over could make copies of their flow charts and equipment lists available to libraries planning reclassification.

The question of altering and reclassifying well-established Dewey systems to LC was raised. It brought a plea for a greater amount of communication between administrators and catalogers in assessing library collections before launching into reclassification. Funds may be available and the trend may be popular but a major overhaul should be delayed until staff can be assigned full-time to the change. Current pressure from increased acquisitions and from moves to new libraries strains personnel resources. Professional catalogers and responsible sub-professional help are used to best advantage in work involving new material. Reclassification is a luxury that may produce for the user no greater benefits than those already apparent in an existing system, particularly so in closed-stack situations. Consistent application of established methods of classification or re-appraisal and simplification of cataloging routines may be of more practical and lasting value in terms of long-range advantages and wise expenditures. A new front may improve the appearance of an old building, but the old termites are doubtless still active in the old woodwork, behind the front.

SUBJECT HEADING CONTROL AND AUTHORITY FILES:

Problems of subject headings and cross-reference files, their functions and failures, brought out varying methods of up-dating and revising, with emphasis on tailoring routines to suit staff and user requirements.

Use of the main catalog as an authority file versus use of a separate file in the catalog department brought no new solution to light. Accessibility for the cataloger seemed the prime point, and this depends upon working conditions in each library, availability of supplementary reference tools and limitations of time and workspace.

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FURTHER DISCUSSION

It was suggested that the State Library at Albany establish liaison with the State publications section to ensure inclusion of standard bibliographic information in State documents to aid in identifying them.

It was suggested that for all Federal and State documents bibliographic information similar to that in publications of the U. S. Geological Survey would be appreciated.

It was suggested that the North Country Council write a letter to the Librarian's Liaison Committee of Librarians of the Library of Congress calling attention to the problems created by the time lag in preparing printed catalog cards for U. S. Government Documents.

It was suggested that although the Library of Congress and the Shared Cataloging Program gives better coverage of current foreign material, an urgent need still exists for better coverage of non-current foreign items currently acquired under curricula-enrichment programs. Local library cooperation in subject areas is commendable but not always as practicable for monographs as it is for periodical holdings. Value to the user in the exchange of author cards for filing in all catalogs within a cooperating geographic area was held to be more than adequate compensation for the time spent in filing and revising the cards. The diversity in the quality of original cataloging because of exceptions peculiar to each library's catalog department also applies to cards received from the Library of Congress, and should cause no greater concern or distress in making changes to conform to local practice.

The group cited specific examples of profits and losses in receiving and handling library material. Emphasis was placed on practical methods of coping with the results of theoretical plans, questionable procedures and inherited traditions. The opportunity to discuss major or minor difficulties with others similarly involved seemed to generate mutual sympathy and constructive suggestions. The intrinsic vagaries of cataloging and technical services are universal, and a sharing of problems helps to restore perspective for those continually immersed in minutiae.

Mrs. Selma Foster, Reporter

Summary of Round Table Discussion on Reference Services and Exchange of Information

June 8, 1967

Discussion leader: Mrs. Margaret Garner

Attending were about twenty Canadian and American librarians from public libraries, four-year colleges and universities, two-year colleges, state and national libraries, and special libraries.

The first question posed was what do we hope to achieve by reference cooperation?

During an explanation of the experimental facsimile transmitter, the problem of the extra time required to prepare and verify requests was mentioned.

The question was raised of the possibility for virtually enlarging reference staffs by transmission of direct reference questions via facsimile transmission.

The Telex system used by Canadian libraries to communicate with the National Library of Canada in Ottawa was described. The National Library of Canada acts as a clearing-house for location information. The possibility of direct communication between Canadian and U. S. Libraries via TWX was examined. The National Library of Canada is the only Canadian library with a TWX. At present, there is essentially automatic screening of inquiries because all questions go to Ottawa to the National Library. It was noted that any system of this sort requires preliminary researching and verification on the part of the querying library.

The definition of reference function varies with the library and the type of user. The reference function differs only in depth.

Dealing in reference services at a distance may:

a) Require more precise definition of the question
b) Materially expand the range of reference services

Discussion of cooperative reference raised the point that each should be fairly well acquainted with the resources of surrounding libraries and with their special collections. Requests should go in widening circles.

The four colleges in the Potsdam-Canton area are cooperating on listing national bibliographies already owned and on acquisition of others. There were suggestions of a resource list or clearing-house for the 3R area and the adjacent Canadian area.

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The Garrison report* was described and the union list of North Country history materials to be published this fall. The latter records historical material (including geology) on a thirteen-county area of the Adirondack region held in the libraries of Clinton, Essex, Franklin, Jefferson, Lincoln and St. Lawrence Counties.

Various lists were mentioned:

a) New York. State Library. Albany
Checklist of books and pamphlets in American history. 1960

New York. State Library. Albany.
Checklist of books and pamphlets in Science and Technology. 1960

New York. State Library. Albany.
Checklist of books and pamphlets in the Social Sciences. 1956

b) Toronto. Public Libraries.
A bibliography of Canadiana. 1934
Supplement. 1st 1959

c) Union list of serials (in) the libraries of New York State. 1966

d) Ottawa. National Library.
National Library of Canada list of holdings of foreign newspapers. (to be published)

e) Special Libraries Association. Montreal Chapter.
Union list of serials in libraries of Montreal and vicinity, edited by B. L. Anderson. 1966

The National Library of Canada is the legal depository for Canada. All material by Canadian authors or about Canada is retained.

Mr. Basil Mitchell discussed the New York State EDP project on a union catalog of monographs for New York. System design for automating cataloging at New York State Library should result in printed catalogs of the New York State Library and the New York Public Library. This is a different application of techniques which is cheaper and simpler. Systems design for complete automation of serials at the State Library is almost complete. There will be a catalog of serial holdings at the State Library using the form of entries from the Union List of Serials. Eventually, each region will have its own regional catalog. Soon to be mailed is a list of currently-received periodicals at the State Library. The Statewide list would include state library holdings plus unique titles.

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*Ed. note: Garrison, Guy G. and Slanker, Barbara O. Library resources in the North Country area of New York State. (University of Illinois Library Research Center, 1966)

A brief discussion of "fair use" concept in the new U. S. copyright law and the present law, with questions on Canadian copyright law took place. The new law will have an impact on current copying practices.

On the subject of cooperative buying:

a) There have been some meetings about this among four colleges in the Potsdam-Canton area.

b) The Capital District Resources Council sent out questionnaires on strengths of libraries in the area. A study is to be made and subjects assigned.

c) Cooperative buying must fit in with the program of the institution.

d) 3R's is committed to explore all possibilities. Informal agreements may be the keynote including across-the-border cooperation.

In Canada, the National Library collects major newspapers while provincial libraries collect local papers. The question was raised of indexing local papers. Perhaps insuring that they are on microfilm is the first necessity and then indexing should follow. Indexing of local newspapers is desirable, but luxurious.

The Round-Table decided to make this suggestion to the 3R's Council: That the Council undertake a listing of the special collections and special subject strengths of the libraries in the six New York State County areas and in Canada between Toronto and Montreal. It was felt that this would be the most useful first step toward interlibrary cooperation of reference services.

Mrs. Margaret Garner, Reporter

Summary of Round Table Discussion on Organization of Cooperative Services

June 8, 1967

Discussion leader: Miss Jean Connor

A. Factors for success in organizing cooperative services.

1. Diversity

Libraries with diverse subject strengths needed as members, for weakness cooperating with weakness will yield little strength.

2. Assessing strengths

Prior to a cooperative venture, a prospective member library should know its aims and long-range plans. Each should assess its subject areas and types of materials strength. The questions of who has what and wants what should be answered prior to formal arrangements.

3. Establishment of a council

It was suggested that the establishment of a committee, council, or some superior organism is advisable to coordinate and perhaps direct cooperative activities. Stressed, however, was the fact that much of the basic assessment and exploration could be done informally preliminary to the incorporation of such a body. The results of each library's stock-taking and resulting acquisitions planning should be made known to other prospective members. Then, the assignment of subject areas for specialized acquisitions and the development of regional union lists and catalogs might be examples of a council's activity. There seemed to be an unspoken agreement in the group that a council or similar body would work with the administrative and policy-making levels of libraries rather than offering library service to the public.

4. Council Representation

In organizing, the suggestion was made that representation be broadly based, including head and reference librarians, trustees, and any interested laymen. The North Country Reference and Resources Council was cited as an example. Later, it was suggested that high-level representation is important for the Board.

5. Maintaining interest

There is a strong possibility that not all persons instrumental in the formation of a council could be represented on the council. Ways to maintain the interest and support of these people were discussed, among them, sub-committee service, special invitations to board meetings, news bulletins, routing of minutes, etc.

6. Commitment at the top

It was noted that in the academic sphere, Ontario has a liaison committee between its Council on Graduate Studies and Council of Librarians. This committee makes its recommendations directly to the presidents of Ontario universities. Several in the group felt that prior commitment for cooperation was needed at the top levels before significant cooperation could begin. The federation, College of the Finger Lakes was described. In this instance, initiative for institutional cooperation was taken by several college presidents. Its board of trustees is composed of the presidents of member institutions and funds for planning and operation are obtained through the membership dues each college pays. The following have been accomplished there, or are "in process" among the 9 member colleges:

a) reciprocal user access guaranteed;

b) acquisition (subject areas) policy established

c) cataloging standards established;

d) union list of serials completed;

e) union catalog of member libraries begun;

f) centralized acquisition and processing to be initiated.

This cooperative progress was possible through a commitment at the top.

Round Table
Discussion
Cooperative
Services
June 8

B. Weaknesses and Dangers in Organizing Cooperative Systems

1. Time and money

Mr. Frantz commented that failure to recognize that cooperation takes time and costs money has been a major weakness in library cooperative efforts. He felt that a policy commitment at the top level was vital to provide the funding necessary to the creation of a viable cooperative system.

2. Communication

Participating libraries must know and perform their responsibilities

- a) in order that the cooperative structure not be overloaded with inappropriate duties;
- b) in order that they may advantageously use cooperative services and facilities.

Two other areas for cooperation were discussed briefly; data processing and cooperation of academic and public libraries with special libraries of business and industry.

Stephen B. Foltz, Reporter

Conservation and Restoration of Library Materials

Mr. Harold W. Tribolet, Manager
Department of Extra Binding
R. R. Donnelly Co., Chicago

Introduction by Mr. H. J. Swinney, Director, Adirondack Museum and Trustee of the 3R Council

I think theoretically as presiding officer, I am expected to greet all of you but since you have been here since the beginning of the conference and I got here at 3 o'clock in the afternoon, I am not a bit sure but what this should be reversed, it may be really that you ought to greet me. For protocol purposes, let me bid you all welcome from me, at least if not from anyone else, to this dinner meeting. In case some of you find my mustache unfamiliar, my name is Swinney and I am director of the Adirondack Museum to the extent to which it is directed, which I sometimes wonder about myself. I am here largely because I am a trustee of the North Country Regional Research and Reference Resources Council. I believe that I hold that distinction because I learned what the name was.

I think that the library profession in the North Country and those people who like myself, are more or less involved with libraries as a fringe benefit of their jobs, may very properly be very pleased with what is happening here. I hope all of you feel that you had something rewarding from the chance to talk about cooperative problems with your professional peers today. This form of intercommunication seems to me to be one of the most important things that can come out of an organization of regional professionals. The ability to learn informally by the exchange of ideas is the reason, in fact, why I approve budgets for my own staff members to attend professional conferences in our field. Communication is something we have too little of today in a world which has given a great deal of its effort to the idea of communication and which gives increasing time to it. Somehow as communication in the abstract grows, communication in the personal face-to-face sense seems to me to become harder and harder. It always has been hard of course. I have a colleague who is director of the city museums in Bristol, England, who told me once about three colleagues of his, large Englishmen, all slightly deaf, who were bowling along through the English countryside huddled up in one of those itty-bitty cars. In the beautiful country they came down a hill, swooped over a humpbacked stone bridge and came into a little slate-built community with ivy growing on the walls. The driver was charmed and he looked out from the little car with a smile of pleasure and said, "I say, is this Wembley?" And the large deaf gentleman beside him said, "Oh no, it's Thursday." And the man in the back seat said brightly, "So am I, let's stop at a pub."

Communication can be very difficult even with the best will in the world, you see.

It is very interesting to me to join a group of people who are fellow professionals in a sense and yet professionals from another profession. The world of museums is fairly tightly knit in this country. There are some 3500, I believe, members of the American Association of Museums, and more people who are members of the same profession but who are archivists and similar professionals. And I know a great many of them across the country and have a great deal of pleasure at the annual meetings. One of the best things about that class of professionalism, it seems to me, is the achievement of professional friends. This is why I enjoy, beyond the gain I have for my institution, coming to Canton from time to time to meet with librarians, although I am by no means a librarian myself. Our institution has a library and I have been directing institutions which had libraries for some time, and so I feel a certain right by appointment if not an earned right to sit in the councils of librarians. I continue to be impressed with the strength of the professional friendships which are formed across the country in these various organizations. In this field, in my own field and in others, I have good friends, people whom I would trust in many sorts of emergencies to help me out if I needed it and whom I know nevertheless in a purely professional way; people whose wives and children or husbands and children I have never met; people whom in some cases I have never met on their home grounds, whom I have met only in meetings like this and in smoke-filled rooms after the banquets, and so on. This seems to me to be one of the many fringe benefits which go at least part of the way toward making up for the difficulties which most of the learned professions have suffered from in salaries and income (about which we all know so much) over the past 15 or 20 years. At these various meetings I have been much attracted to people I have met who have served their profession with distinction, with wisdom, over a period of years--people who have learned their business, clear up to the end. I never go to a meeting and listen to speakers who know so much more than I do about their various subjects, without going back to a non-professional person whom I knew very well through the years and who had a great influence on my life--an old man named John Sweet, who was born in the Spring of 1866 and died in the Summer of 1960, in North Brookfield, New York, which is a tiny hamlet about fifteen miles from Hamilton where I went to college at Colgate University. John was a carpenter and cabinet-maker by trade. He was a distinguished gentleman who simply lacked some of the things we call sophistication in the modern world. When he died I did not know that he had died; I was in Idaho where I had been for some years at that time. John was gone, I didn't find it out for some months; and he left nobody. His wife was dead, they were childless; his heir was a distant cousin. There was no funeral to which I could send flowers and so finally I donated a book in John's memory to the New York State Historical Association. I got a friend of mine on their staff who is a fine letterer, to letter a little inscription in the front of the book, because a simple book plate saying "This is donated in memory of John J. Sweet" means little or nothing to the person who picks it up. I spent a lot of time and trouble writing that little blurb and I finally said that this book was donated "in memory of John J. Sweet--he was a workman in wood before the excellence of whose workmanship, men who were themselves fine workmen stood amazed". This was indeed true, and perhaps the the thing I remember most vividly of what John Sweet told me was his compliment. John whom I knew for more than twenty years, had only one good thing to say about someone else; the highest praise he knew how to give was to say of another man, "There goes --------, oh my, he is a fine workman." This was the best thing you could be to John Sweet. And it seems to me that one of the last defenses of professionalism in this country is the fact that it is in the professions where it is a credit to an individual to be called a fine workman, or a fine professional, by his professional peers. I have met a good many over the years in which I have attended meetings and worked in my own field. One of the most impressive is the man whom we have invited to talk to us tonight--a man who in fact represents what is essentially a craft today; a craft which has become a profession in the care of this man and a few others like him, but a craft nevertheless, one which is necessarily dying in the economic climate of today and can be carried on only by people to whom craftsmanship and its results necessarily mean something which is very large in addition to the economic benefits involved. I first heard Harold Tribolet speak on his field at a seminar in American culture of the New York State Historical Association. I went away, I am delighted to confess to you, just a little bit stunned by the extent of his skill and ability and also by his ability to articulate what he had to say about very complicated things indeed. I have heard him several times since then in different contexts and on different subjects and have never lost my first impression. He has written an excellent monograph, not a very long one, but an excellent monograph which I recommend to you and which I suspect he will be too modest to discuss tonight; it is obtainable from the American Association for

State and Local History, whose address also I happen to know by heart--132 Ninth Avenue North, Nashville, Tennessee. It is a monograph on the care and restoration of books and manuscripts.

He knows his business and I feel sure that entirely aside from that, you are going to be entertained and pleased by listening to him discuss it. His title is Manager of the Department of Extra Binding at the R. R. Donnelly and Sons Company in Chicago. I have known that this was a close approximation for some time, but in order to be sure that I was going to get it exactly right, I asked him a few minutes ago and talked with him about the company, about which I knew only a little. You may recognize the name--the printers of LIFE and LOOK and the Encyclopedia Britannica and Compton's and a few other small things which they do in a job shop out behind the main building. The main building, however, is occupied I feel sure by the extra-bindery, where Harold Tribolet and a corps of magicians wave their wands over hopelessly damaged and destroyed articles and make them whole again. He is here to tell you, not how you can do it, but how it can be done. I hope you will be greatly entertained by Harold Tribolet.

Ed. note: In a letter dated August 22 Mr. Tribolet decided not to grant permission for publication of our transcript of his address. I regret that those who attended the conference will therefore not have a permanent record of his informative and entertaining talk, but I admit that our inability to reproduce here the slides illustrating his words might lead to misinterpretation of the verbatim account by those not present. I hope that in the near future Mr. Tribolet will have the time to prepare a similar paper for one of the library periodicals. His craft is one which merits the understanding, appreciation and respect of all librarians. His mastery of it and his ability to articulate its challenges provided a special pleasure for those of us who were present.

FRIDAY, JUNE 9

Areas for Inter-Library Cooperation

PRESIDING: Miss Jean Connor

SPEAKERS: Mrs. Elizabeth Tapia Kraus
Dr. Roger Greer

Areas for Interlibrary Cooperation: Special Libraries

Elizabeth Tapia Kraus

Research Laboratories, Eastman Kodak Company
Rochester, N. Y.

Introduction by Miss Jean Connor

Good morning. On the last day of the conference, somehow comes a feeling of satisfaction and expectation in the friendship that has developed and I think we are going to have a good concluding session too. I want to thank the committee for the program in inviting me to preside today. I feel that a nice honor and I am glad to do this. It is going to be a sort of turn of the coin to be introducing Roger Greer to the group, and I know what we are really hoping here is to have one more good session and interchange of ideas.

Our first speaker was to have been Walter Curley and because of poor visibility his plane was unable to make it this morning and unfortunately he will not be with us.

Our first speaker will be our visitor from Rochester. Mrs. Elizabeth Tapia Kraus is a graduate of Wellesley College and holds her library degree from Simmons College. She has had positions as a research assistant, research chemist, has been Head of the Technical Information Center of the National Research Corporation in Cambridge, Massachusetts, has served as Assistant Librarian and is now Research Librarian of the Eastman Kodak Company in Rochester, New York, at their Research Laboratories. Her professional work has been intensively in the special library field. She has served as Director and Secretary of the up-state New York chapter of the Special Libraries Association and has also been President of the Monroe County Library Club. I feel we are very fortunate to have a special librarian of this experience with us today, to talk about special libraries as an area for cooperation.

Mrs. Kraus

During this conference you have been learning about cooperation at various levels among various kinds of libraries. I should like to give you a summary of the areas of cooperation among 'special' libraries.

First, however, I want to be sure we agree on what a special library is: It is a library concerned almost exclusively with the literature of a particular subject or group of subjects or one established to serve the staff of one organization, whether governmental, non-profit, or industrial.* For example, the Research Library of the Eastman Kodak Company functions to serve the needs of the staff of the Research Laboratories but it also supplements the smaller Kodak libraries serving their own research or development groups.

Our problems are somewhat different from those of public or university libraries. We have materials in stock to meet the usual needs of our clients. Peripheral materials, older materials, or information in greater depth may cause problems which have long made cooperation with other libraries essential.

Much linking of resources occurs at the local level, usually on a very informal basis. This cooperation may even be limited to libraries within a company. Again, with Kodak as an example, both informally and as a result of monthly meetings, we become aware of the highly specialized materials and services in each of six such libraries in Rochester. Listings of periodicals and acquisitions, even film copies of our card catalog, are exchanged.

Activity within a city or metropolitan area is very similar. We rely on each other for various kinds of assistance. Inter-library loans of books or copies of articles or reports are readily obtained, based on an intimate knowledge of subject interests and scope of collections. Reference assistance is frequently requested and granted. One factor making this so important, particularly in the industrial environment, is the speed with which the result is forthcoming. Most special libraries give this service willingly for a rather selfish reason: We never know when we will want to make a similar demand. Industrial libraries are not open to the general public. However, students from local universities, working on a special topic, may ask help from their librarian and as a result often obtain permission to use an industrial library. Occasionally, one industrial librarian requests similar privileges of another industrial librarian.

Two specific examples of this local-level cooperation have had tangible results. In the Rochester area there was no union list of periodicals but it was needed. Fourteen special libraries and one college library donated both time and information to produce the Rochester Area Union List of Periodical Holdings. In Stamford, Connecticut, a cooperative organization, named the Library Group of Southwestern Connecticut, began operation in 1963. It functions with the Ferguson Library, Stamford's public library, as the coordinating institution, and various industrial libraries, covering a wide range of interests, participate by paying an annual fee of $50.00. I know these are not the only examples.

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*Ashworth, William: Handbook of Special Librarianship and Information Work, 2d Edition, London, ASLIB, 1962.

One factor in obtaining information should be emphasized. Industry recognizes that information is of increasing importance and expects to pay the costs involved in whatever arrangements may be necessary to insure that it has readily available what it needs. The example given of fee payment in Connecticut is typical of the simpler agreements. Another way industry is willing to pay is under industrial liaison plans where, by payment of very sizable charges, the resources of a university are placed at the disposal of a company. Massachusetts Institute of Technology and California Institute of Technology have such programs in which many industrial organizations participate. Such participation assures a regular flow of printed materials and makes it possible to obtain specific information from the university library, from internal reports, from theses, from laboratories, and even from researchers themselves.

You have already heard about activities in larger regions, particularly in New York State. In this example, special collections are placed at our disposal, not only in public and university libraries but in such special libraries as the Engineering Societies' Library and the New York Academy of Medicine Library. It is projected that in the future industrial libraries will make their resources available on a contract basis. One comment that special librarians have on this kind of network is the necessity of going through channels and thereby slowing down the actual receipt of materials. We hope this is only a temporary defect since in industry the user literally cannot wait.

Just recently (May 29, 1967) I attended a Symposium at the Chemists' Club in New York on the Development of a National Network of Science Information Systems. This development of regional centers and national systems is a growing trend, particularly in the scientific and technical fields. We special librarians are recognizing that in our individual libraries we cannot hope to cope with the volume of information which should be at the disposal of our clientele. Subject-oriented systems are at different stages of organization and even the well-established ones are at various levels of sophistication. In our particular case two are of great interest. In the field of chemistry it is obvious that the Chemical Abstracts Service, organized in 1907 under the American Chemical Society, has the data base for a national system. With government funds and with the support and advice of private industry, it is increasingly able to meet specific needs for retrieval of chemical information. Chemical companies normally organize and disseminate internally their own information, but depend heavily on the services provided by Chemical Abstracts to bring to their chemists the published literature. In the engineering field, the Engineering Societies' Library, the Engineering Index, Inc., and the Engineers Joint Council are collaborating in establishing the United Engineering Information System. To become operational they are relying on advisory panels, representing the fields of chemistry, physics, government, and industry, and the academic community. In both these instances, there is much experimentation and frequent dialogue between the user and the producer of information so that the services will be able to meet requirements effectively and efficiently.

We also rely on the government for access to the vast store of information generated from government-sponsored contract research. Two agencies should be mentioned, both of which expect support and guidance from the special librarian: NASA and the Department of Defense Documentation Center. Contract holders have free access for acquisition of materials and searching services. Others may purchase much of the material through the Federal Clearinghouse for Scientific and Technical Information.

One final area of cooperation is through the Special Libraries Association with its nearly seven thousand members, more than half of whom are in science-technology libraries or information groups. The Association is divided in two ways: (1) Geographically, into chapters. They are organized to permit librarians in a given area not only to come together and discuss problems and their solutions but to work together to produce tools needed in day-to-day activities. One obvious project is the compilation of union lists, which many chapters have produced and which are updated periodically. These always grow out of the necessity for immediate access to an item. Another publication came from a chapter in Georgia which issued a directory of translators and translation services. The Upstate New York Chapter recently produced _A Directory of Special Libraries and Research Resources in New York State_, to aid in identifying the location of highly specialized materials. The New York Chapter has a similar publication. (2) Another way the organization is set up is by Divisions, usually with a subject orientation. Within these Divisions, programs and workshops can be organized for members for a variety of purposes. Again, publications frequently result from cooperative efforts. Two which come to mind are _Proceedings in Print_, a quarterly periodical, and _A Guide to Metallurgical Information_, now in its second edition. Another type of activity is the exchange of back issues of periodicals, which makes available a needed issue to a library that has a gap in its holdings.

In connection with SLA activities, several comments are important. First, Association meeting programs are carefully planned, usually around a theme of current interest, so that institutional management will encourage and support members' attendance at the conferences. Secondly, the numerous publications sponsored by the various SLA groups are compiled to fill reference needs of specialized users. As a consequence, professional librarians willingly contribute much time and effort to their production, with the consent of their own institutional management. In most cases, the information contributed is based on actual library collections and on data gathered in day-to-day operations.

Through SLA, libraries participate in two activities which would be difficult to carry on without a national organization. We have a national recruitment committee and regional recruiters. To man our libraries we have a constant need for qualified personnel, and through cooperation and nationally-available funds, we are able to recruit. We also maintain a consulting service to provide assistance where a new library may be needed or to give guidance where reorganization or expansion of an existing library is required.

I have only touched on some of the more outstanding areas of special library cooperation in its varying forms. In conclusion, it is important to stress that active interlinking with other libraries locally, state-wide, and nationally and with information centers with subject orientation is essential or the special library could not exist. The more effective this interlinking becomes, the more efficient will be our individual service to our special clientele.

Discussion
Mrs. Kraus
Friday Morning
June 9

Questions:

Dr. Greer: I have a very practical, rather basic question. Your union list of serials, your regional list, has been in existence about a year. Has it significantly affected your pattern for inter-library borrowing because you have this information or do you do the same thing you always did because you knew where the information was anyway?

Mrs. Kraus: I come from a special library in the area so we have obviously felt some effects but what we hoped that this directory would show--and something that it really did show--was some of the unusual, off-beat type of journal. We limited it strictly to scientific, technical and business. In other words, nothing else, no social science and that sort of thing, was included in it. I almost shudder every time we are asked to contribute to a union list, happy though I am to be cooperative, because they assume that Eastman Kodak is going to be very happy to send copies of all of these things and we are, except that we feel that large public institutions, such as the New York Public, are set up to do this sort of thing; but locally we do this freely and gladly. I would say that perhaps it has increased, but we haven't kept a record of this.

Dr. Greer: I wasn't thinking so much of increases, as whether it was really necessary, whether it was worth the effort. Someone might borrow from you because they knew you had the material anyway, without going through a union list.

Mrs. Kraus: I think we really feel it was, because if you noticed, two or three times in my talk, I mentioned the element of time and speed. In an industrial library, what makes you feel very necessary to the organization, is that the researcher sees a reference to an item and in many instances his research will be held up until he gets this particular article; he is not going to be able to proceed. So that even though we might have been used to going to the Library of Congress for a particular journal, we are going to be much happier if we can go to Bausch & Lomb for example, for a copy of the article. It is the element of time which I can't stress too much.

Speaker Unidentified: Where do you define local area, that is, the geographical areas within which you feel you could cooperate?

Mrs. Kraus: The normal area of this free interchange and exchange of photocopies and books etc. is what I would term metropolitan Rochester--probably limited somewhat to Monroe County. This is where most of the industry is located in the area. By limiting to this area, we have probably included most of the demand. When we get requests from California, and the material is available in California, I think we are justified in not supplying it. In other words, that they thought they might get it free from us and have to pay for it from somebody else, is the only conclusion we can come to. So we write back and suggest they try a particular library in their local area; we do look this up for them. For legitimate requests, we do not turn people down no matter where they may be located. We have shipped special books that perhaps only we have in the United States to the University of California, for example. We are the judge of the legitimacy, I guess. I think most special libraries would take exactly this same approach. For one thing, we can't afford to be too liberal in lending things that are available from larger institutions because we have them specifically because they are needed. This puts us, you see, in a slight disadvantage library-loanwise.

Speaker Unidentified: Do you deal much in the way of wire service or data machines, facsimile transmission, or do you send the magazine itself?

Mrs. Kraus: I think you will find that most special libraries, like a university library, no longer send the full copy of a journal. We will send copies. We are not at this point linked into any system from Eastman Kodak Company to transmit in this fashion. I know there have been experiments between university libraries. There is an experiment going on, as you are all well aware, in New York State for facsimile transmission. At this point, no, we are not doing it this way. And I don't know of any special library set-up that does it this way. Xerox I know does this between their downtown and their research laboratories, but after all this is their own specialized equipment.

Speaker Unidentified: The 3R Council setup in Rochester was one of the early ones. I am wondering what contact you have had either at Eastman or through the SLA chapter, with representatives of the 3R Council.

Mrs. Kraus: I think it is very healthy that the 3R program has all along the way to my knowledge, and I have followed it to a certain degree, attempted to interest and draw in industry. The Director of Research at Eastman Kodak is on the Board of Trustees of this particular organization in the Rochester area. There is an advisory board in Rochester for this organization, of librarians. Either my boss who is in charge of information services for Eastman Kodak, or myself, attend these meetings. There have, over the years, been innumerable meetings at which all kinds of librarians have been brought in, and I do know that on a committee to encourage this particular legislation, there were formal representatives from the Special Libraries Association actively working and suggesting. So I see terrific advantages in this. As I mentioned though, as far as we are concerned, it has to be a speedy kind of thing because our men get impatient. I think it is a fair thing to say that we feel very much involved and we hope a way will be found so we can make our contribution. We do have certain security restrictions, and I am not talking about government security--but any industrial organization has certain restrictions on internal activities--but I am sure ways will be found around this.

Speaker Unidentified: Assuming that Eastman Kodak has some competition around, I am wondering if a special library of a competitive organization asked for materials from you people, how you would handle this.

Mrs. Kraus: Interestingly enough, after I had decided what I was going to talk about, we were talking about the fact that we thought librarians maybe were a little fortunate in this light. We seem to be able to cooperate effectively even if we are within the same area. We go back and forth with a fine group of librarians that they have at Xerox. We send them copies of articles, they send us copies. Their library has now grown to a size where they don't make as many demands on us as they did originally but I would very much doubt myself that if we asked for a copy of an article from Xerox, they would immediately run into some researcher and say, "Do you know what they are working on at Kodak?" I just don't think it happens this way. I think you would have to be unusually clever to figure out from one article what we were likely to do. The photographic industry is perhaps more sensitive in this sense than other industries just because so much can not be patented.

Speaker Unidentified: To what extent in your library have you used the facsimile network?

Mrs. Kraus: We have not used it. The only thing we do use is an electrowriter which originally we had between two libraries; at this point it is between our technical report office and its counterpart at Tennessee Eastman in Kingsport, Tennessee. This is to write search requests, requests for information back and forth. I don't think I would really call this facsimile transmission.

Discussion
Mrs. Kraus
Friday Morning
June 9

Speaker Unidentified: I meant have you borrowed material through the New York facsimile network?

Mrs. Kraus: No, I haven't. We have tried several times. This is why I say I think this is a good system and I am glad we are trying it, but as far as our needs go, we have a time factor and I can't stress this too much; I think you would back me up on this, any other special librarian would feel that time is the big factor; it is money with us.

Mr. Penrose: How extensive is the Special Libraries in Canada?

Mrs. Kraus: It is large enough so there is a chapter in Montreal, one in Toronto, and I am not sure about western Canada. Next year our convention is in Los Angeles, the following year it is in Montreal. This means that there are a goodly number of special libraries. They are mainly concentrated though, in Toronto, Montreal and Ottawa, where you have big industrial and government complexes. As to numbers, I can't give a figure.

Mr. Arnold: Do you have any extensive dealings with libraries in Canada?

Mrs. Kraus: The National Research Council we have on occasion used. Usually when we can't find something locally, our best bet is the Library of Congress, just because of their extensive holdings. Their speed of service is again something that makes us a little unhappy. We recently tried an experiment, something that we had to have for patent purposes. You see again this is something you wouldn't encounter in the public library, or university library. There was a deadline for an infringement operation and the man had to have this article so a reply could be made. On Friday we called Franklin Institute Library, Linda Hall Library, and John Crerar Library, all of which had this particular journal. The following Monday we had it from Franklin Institute. Linda Hall came next and John Crerar took about ten days. This was by telephone call.

Speaker Unidentified: I dare say your space is somewhat limited, you cannot accumulate material indefinitely. (1) In five or ten years, what percentage of your scientific information is non-current, and (2) how do you solve the problem of pooling all the non-current stuff so that you can have it all in one place and cut down on filing in your storage houses.

Discussion
Mrs. Kraus
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Mrs. Kraus: Our library has been in existence for over 50 years and consequently we have long runs of journals and the basic tools. We never know when we may need to go back to 1859. This sort of thing we have been keeping up to now. I think it would depend very much on the type of research that the library is supporting. If you are in what I might call development work, you might keep only the last five years of certain periodicals. In fact there are what I would term journals peripheral to our interests which the public library or the university keeps and we don't keep because of easy copy service. They are no problem. Interestingly enough, at the Special Libraries Association there was a meeting one evening concerned with the possibility of microfilming journals. You can say, "Yes, this has been done;" but it has not been done extensively. This was a meeting to find out whether people were interested, what formats they would like, etc. I am very sure that in the near future our libraries won't have to grow spacewise, that microfilm will be the answer. There may be one library within a given region that is responsible for having microfilm of the lesser-used journals. Space is always a problem, particularly in a special library.

Speaker Unidentified: What liaison have you had between your library or other special libraries, and the university library in terms of cooperative retention of articles?

Mrs. Kraus: There are many instances where we have turned over a file of a periodical to the University in our area or to Rochester Institute of Technology which has a library in the graphic arts field, because they could probably make more use of it. We seldom used it and yet we knew where it would be when we would like copies of articles from it. I can't say specifically from personal knowledge, but I am sure there is nothing unique in our doing this. We hope that if they decided they couldn't keep it, they would let us know.

Miss Connor: It seems to me that in state-wide planning, we see the development of geographic or regional libraries cutting across types of libraries in attempts to meet higher and higher percentages of their user needs within a given county, and we see the introduction of public funds for the support of such systems. On the other side of the coin, you point out to us the development of systems built around subjects, for example chemistry. These are national in scope. One of our problems for the future must clearly be fitting the regional systems into subject access into the national system somehow. Do you have any comment here to assist us in planning? Do you feel the subject point of view is one that we have given sufficient attention to?

Mrs. Kraus: I am sure this is going to be an increasingly important way, particularly in the science and technology field which is far ahead. I think there are very valid reasons why it is farther ahead than other disciplines in concern for information retrieval, data storage, the whole business. I am not quite sure how the tie-in should be, except that when you talk about the New York State system, we go from a special library to a public library to the State library. I think I would be a little unhappy if all requests for service from a national subject center had to go a similar route. There are many factors in here that would make it very difficult. One is the difficulty of asking the question, and the more people a request for information goes through before it reaches the final individual, the harder it is going to be to find a satisfactory answer. I perhaps look on the State network as a means of locating and providing materials, and I look on the national centers which will be subject-oriented in most cases, as reference and searching tools. I am not quite sure how the linkage should be. I guess I have always hoped that I would be able to have direct contact with Chemical Abstracts service without any intermediary. In most of these cases where it is not a public institution, it is going to be on a subscription basis, I am sure. Still there should be some way of tying in institutions which are too small to afford direct access. Maybe there is some arrangement the State institution could make with the national subject center when there is likely to be demand for it. In other words if there are small industries in a particular discipline, then it would behoove the State Library to make some arrangement with the national subject center.

Dr. Greer: With respect to the national subject centers, part of the planning is to assign the responsibility to a particular institution, for example Chemical Abstracts. We are engaged in a research project at Syracuse University to determine the degree of overlap within the coverage of chemical literature between Nuclear Science Abstracts and Chemical Abstracts. The objective here is to find out who is doing the better job in all aspects, and then ultimately the government would put its money where the bulk of the action is and take it away from another area. They in turn would publish information so that those here in Potsdam for example, in subscribing to Chemical Abstracts, would have access to the bulk of chemical information located in this country.

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Mrs. Kraus: You have mentioned one area that was of considerable interest at the symposium I was at, and this was overlap. I think with science functioning as it is functioning today, it has always been a little difficult to draw a sharp line between chemistry and biology, chemistry and physics, and I think when you get to engineering, between civil and mechanical, and so on. There is bound to be some overlap. I am not sure that this small amount is bad, in fact it may draw into one national center some peripheral material that bears actively on questions that will be asked of the center.

Miss Connor: We want to thank you again for giving us the only presentation we have had at this conference specifically from the special library point of view and I think you can tell by the questions that this has been helpful to us. Commenting from the point of view of the State Library in New York, I would like to say this, that we do have a study now under way which we hope will give us additional pointers and suggestions on ways in which our reference and research program can increasingly meet the needs of business and industry, and conversely how we can most effectively draw in the resources and strengths of the special libraries into our regional and state program. I was helped by the answer to my question and our interchange here.

Secondly I would say this, that I have come to the point of view in terms of the development of cooperative systems or arrangements for the promotion of reference and research service, (and those of you who were in my group yesterday afternoon I think sensed this) that we must from the start have a dual purpose, not only the provision of materials and services for college and graduate students and faculty, but cognizance of the potential service of these organizations to business and industry. I believe that only in this way will we secure the broad base of finance and indeed the broad base of cooperation of all types of libraries that we need. I would hope therefore that all of us will work hard to make sure that special libraries are a part from the very beginning.

Recruiting
Roger C. Greer

Assistant Dean, Library School
Syracuse University

Introduction by Miss Jean Connor

Now we are going to move on to another area of cooperation. Dr. Roger Greer, who is a graduate of St. John's University, Minnesota and holds a library degree from Rutgers and his doctorate also from Rutgers, will speak to us. He has had experience at Purdue University as Head of Processing. He is known to all of the North Country people as the Director of the State University College Library at Potsdam until a few months ago, and is currently the Associate Professor and Assistant Dean at the Library School of Syracuse University. His work in the development of the North Country Reference and Research Resources Council led him eventually to become its first President, a position he held from 1964 through 1966.

Dr. Greer

Trying to place this topic in an international context leads me to believe that almost anything that can be said or has been said about recruitment will have validity on both sides of the border. The only specific instance that I can think of regarding recruiting within an international context is my own entrance into this profession. My wife is a native New Yorker, who graduate from McGill University Library School. While working as an Army librarian in Germany, she lured me away from a very promising career in the military--I was an acting corporal--and recruited me as a husband first and later a librarian. For the past fourteen years I've been wondering if there might not have been an easier way to get into this profession.

The problem of recruiting is not just a question of getting more students to go to library schools--although this may be the main one. But there is also the urgent problem of getting more and better qualified teachers to teach in library schools.

One thing is sure: We cannot solve these problems by continuing to teach the same material, the same way, year after year.

To follow Mr. Frantz's paraphrase of yesterday, if libraries are becoming too important to be left in the hands of librarians, it may become even more true with respect to library education. More scholarship funds from federal, state, local and private agencies has helped bring new people to our field who might not have come otherwise. On May 18, we at Syracuse University heard that we were receiving fifteen Title II B fellowships from Higher Education Act funds. A simple news release in the Syracuse newspaper produced a phenomenal number of inquiries from people who had never thought seriously of librarianship as a possible career.

Work-study arrangements developed by many large libraries such as Rochester Public Library and the University of Rochester, the New York Public Library, the Brooklyn Public Library and the Syracuse Public Library, to name a few, have brought many new people to this field.

But scholarships and work-study programs, National Library Week and the ads in the New York Times are not enough to satisfy the manpower needs of this profession--and this is especially true in areas like the North Country where no library school exists within commuting distance.

It is worse in the west where the University of Denver was the only accredited library school from Urbana, Illinois to Berkeley, California until this year. This means that many, many interested and qualified potential students and possible librarians are unable to realize their potential and ambition because neither library school nor extension courses are available to them.

Every library school has a sequence of so-called core courses which consist of anywhere from six to twenty-four hours. These are the basic courses which are frequently heavy on technique and light on theory. They are the basic reference, basic cataloging, library materials and technical processing courses.

These are the courses for which exemption exams can be taken or transfer credits accepted. These are the courses that can be taught most easily at extension centers when qualified faculty are available. These are also the courses that equip the students with the basic facts, terminology and techniques of this profession.

In my opinion, these are the courses most susceptible to innovation. Therefore, I want to discuss very briefly an innovation in the teaching of these courses which is about to be put into effect this summer at the University of Wisconsin, and a variation which is being discussed at Syracuse.

The innovation is an independent study program. At first glance you might think this is a euphemism for a correspondence course, but it isn't. This kind of program has only been possible in recent years because of new developments in instructional media.

The Wisconsin program has been described by Margaret Monroe in a speech published in the Fall, 1965 issue of The Journal of Education for Librarianship.

Basically, the Wisconsin program involves the preparation of a package of multi media materials, films, slides, tapes and supplementary reading lists but most important of all is a programmed text for each course. The program involves two one-week on-campus periods for orientation, consultation and examination. The remainder of the work is done independently at home. It includes evaluative measures of quality to maintain consistency with on-campus courses. The program is funded by the Carnegie Corporation. So far, a programmed text has been developed for the beginning cataloging course. This course will be offered for the first time this summer.

I spoke with Dr. Monroe this week about her program. She reported that thirty students have been registered for the course. About half of the students are people who currently work in libraries, the other half consists of people who cannot attend formal classes because of family, job or geography. These are people who could not make a start toward entering librarianship without this independent study program.

This Wisconsin program is experimental, of course, but if it proves satisfactory it will place education for librarianship in the same league with other areas of education where a form of independent study is becoming the dominant trend.

Our discussions at Syracuse have followed a similar pattern with one significant variation. Since we do not have a program in operation nor do we expect to in the near future, let me emphasize that this is mostly a Greer Plan and not a Syracuse University Program.

Our thought was to develop programmed texts, packaged film and television instructional sequences for independent study courses. However, we would like to add another dimension to this method of study. This would include the utilization of the talents of superior, practicing librarians acting as adjunct faculty or field tutors.

Library schools have long been criticized because their faculties have lost contact with the realities of day-to-day librarianship. The continuing dialogue about education for librarianship which should exist between practicing and teaching librarians has been almost non-existent in a meaningful way. Therefore, it seems to me that the direct involvement of practicing librarians in library education would produce many by-products above and beyond immediate goals. However, let me go back to a brief description of a program we have discussed at Syracuse. I shall list some of the points considered in our possible program.

1. A student would register on campus, attend a one or two day class orientation (perhaps with his assigned field tutor) and return to the campus at least three times or more during the semester for examination, consultation, lectures, etc.

2. A student would complete the course by taking the same or equivalent examinations given to students attending on-campus courses.

3. A student would finish his program by meeting residency requirements of a semester on campus.

4. Practicing librarians who wished to become field tutors would attend a training program. This training would include methods in tutorial instruction and guidance. It would also be the contact point where on-campus instructors and field tutors would come together to discuss intermediate and long-range objectives for each course. I would like to see this as a summer program which field tutors could attend by means of an NDEA-type fellowship.

5. Because the so-called core courses are almost identical in content from one school to another, programmed texts may be used simultaneously by many library schools, in the same way. An experienced field tutor might be involved in guiding the independent study of students registered in several library schools.

6. The degree of personal contact between student and tutor would depend on the needs of each student. Some would require frequent consultation with field tutors, others need very little. In general this would be a flexible arrangement which they could work out together. A main point here is that the student would have a

contact with an experienced librarian who not only would understand the objectives of each course with respect to the student's total library education program, but also could demonstrate the application of these objectives in a practical situation. Of course, the librarian field tutor would be paid a consultant's fee.

Margaret Monroe says their program is aimed at two major needs in library education: Accessibility and improved instruction. I believe the involvement of superior practicing librarians in a continuous educational program will generate a dialogue between classroom and library that will have long-range beneficial effects on both.

Our approach to education for librarianship must be re-examined and scrutinized constantly if we are going to meet the demands of this profession and attract people to it. The suggestions I have made here regarding the curriculum will not solve the problems of recruiting nor will any other single approach solve these problems. I hope these suggestions will receive further consideration.

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Miss Connor: Sometimes when you hear a speech, you wish it were at the beginning of the conference instead of toward the close. This is very interesting, indeed.

Speaker Unidentified: Is a programmed text available now?

Dr. Greer: To be sure of my facts, I called Margaret Monroe last night. I asked if the text for the cataloging course would be available. She replied that they were presently discussing the possibilities of publishing with several commercial publishers. Once published, this text will be available and could be used by library schools or anyone else.

Mr. Arnold, State University, Potsdam: Would you comment a bit more about the role the field tutors will play in the education of our off-campus students?

Dr. Greer: I could best describe this, I guess, by relating it to the role of a very good reference librarian to a student. The student comes to the reference librarian with a question or problem; a good reference librarian goes all the way with the student to make sure he not only understands what he came for, but he also understands how to use the library the next time he comes. In a different way but similar, the field tutor would be that student's man-on-the-spot; if he had a question about anything, he would come to the tutor, and the tutor would be the kind of person who would answer his question and lead him into new areas of thought. However, this can also be compared to the normal situation where a student comes to a faculty member for clarification, advice and information about material covered in class.

Mr. Arnold: Would you assume that there would be a regular formal contact?

Dr. Greer: There may be and could be; but I would not want to make this necessarily a requirement because then you would begin to contradict the whole point of an independent study program. It would depend upon the student and the tutor and the setting. A student located at Star Lake might have a tutor in Potsdam and be registered at Syracuse; it would still be easier and cheaper for him to come the forty miles to Potsdam than go to Syracuse, but he surely wouldn't want to come to Potsdam without some kind of formal arrangement with his tutor. On the other hand, I would think a student working in the Potsdam State Library could have a day-to-day contact with his tutor.

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Speaker Unidentified: Are there other suggestions for recruitment besides making instruction readily available?

Dr. Greer: I mentioned the work-study program that has been in operation, at Rochester Public and the University of Rochester. I think libraries in areas such as the North Country of New York are not going to find staff unless they create work-study programs, recruit people locally and subsidize these people while they go to school for two years, alternating between working one semester and attending school one semester. At the end of two years they could get their Master's degree and this subsidy would be contingent upon some kind of obligation to return to that library for a period of one to two years. That would be one method. I think the ads in the New York Times have done more for recruiting than almost any other single thing in the last year or two. I have had more students who have placed applications at our Library School who have indicated that one of the things that got them started was having somebody say, "Take a look at this." They saw the jobs advertized and how much money was offered; and they began to think about what they could do. These have been great. I still think personally that the most valuable recruiting is done by librarians working in libraries and having contact with students.

Speaker Unidentified: Are you aware of the cadet program in the Pioneer Library system?

Dr. Greer: Not well enough to talk about it. I have some information on it but I am not that well informed.

Mrs. Kraus: I have been part of the Pioneer Library System which covers I believe seven counties--Monroe County where we are located is one of them--and with a grant of federal money two summers ago had a program for fourteen cadets. These were mainly juniors--college students who had just completed their junior year in college. The idea was to pay them for eight weeks' work at the professional level in local libraries, and hopefully recruit to the profession as a result of their work in the summer. They were paid and still are paid I believe, $75 a week for an 8-week period; so that they are not donating their time, they are earning some money. Again I think of the librarian as the chief recruiter although the screening, etc., is done by a professional recruiter, B. J. Connors at the Rochester Public Library. The first summer there were fourteen students, eight of whom I believe ended up going to library school. Last summer there were twenty students supported by the program and one student whom Eastman Kodak had. The same program is in operation this summer. I think myself this is probably a good point at which to recruit capable people because at this point, no one is allowed to enter the program who could not enter graduate school. Not only do you have somebody who thinks he might like to be a librarian but you have somebody who is actually capable of going to library school, who is not put into a library to shelve books, or act as a page, but is actually given a specific project--it may be story hours for the children or whatever the case may be. They try to make it as professional as possible, and the students work very closely with the supervising librarian.

Dr. Greer: I have some information on their program here.

Mr. Roberts, North Country Library System: To elaborate on the Monroe County plan, I attended NYLA Conference Workshop last week which had as its aim, developing a state-wide recruitment program. At the workshop the Monroe County plan was explained in considerable detail and Mrs. Connors who is the recruiter, explained her part in it. I gathered that Mrs. Connors is an extremely effective person and that a good part of the success of the program is the result of her ability. Not only does she supervise the cadet program about which you spoke, I think also they have a library trainee program for college graduates, in addition to the cadet program. And then Mrs. Connors spends a great part of her time out in the field talking with students, with counselors in high schools. She seemed to feel that some of the most effective recruiting was in high school.

Mrs. Kraus: I think recruitment is a full-time, year-round job with her. In fact I think she feels very strongly that even though somebody may talk with her and find out about the summer program, and is not part of the program, he still may go back and be an effective recruiter, because of learning so much about work in a library. She has also discovered (and this is of considerable concern, I think, to special librarians) the wisdom of contacting people in a particular department in a university. In our case if you can get to the chemistry department, show them what somebody with a chemical background could do who wasn't going to be a Ph. D. with this kind of trend to their activity. There are all sorts of ways, and she really is exploring from the elementary level to the college level, participating in "career day", etc. To me it is a very dynamic program, the kind of thing you need if you are going to interest good people.

Mr. Roberts: The purpose of this workshop was to determine whether or not there was a state-wide need in New York State for building a state-wide recruiting program. I think the feeling was that there is definitely such a need. The group as a whole laid the basis for a state-wide program. I think eventually the Division of Library Development will be asked to sponsor this program and give grants to the various regions of the state for developing programs similar to Rochester's.

Dr. Greer: In this connection, I would like to suggest one effective thing that should be done, that somebody conduct a workshop for guidance counselors and tell them about librarianship, so that they will stop referring some people to us because they think the library would be a nice place for this person to be locked away.

Speaker from Carleton University, Ottawa: We have a recruitment training program which has been going for some years. We take people with a high school education and encourage them to get their BA's while they are working for us. They work full-time and take their courses evenings. These courses are free to University staff. Anybody with a BA has to work for about nine months and then be paid transportation to the Library School and half-salary. Then they come back to work for us for two years. If they decide to leave before the two years are over, they have to refund part of the fees. It works very well. We have three people who earned their library degrees and came back to work for us. We have two more going this fall. While they are in training, they do Library of Congress classification, searching, that sort of thing. I wanted to know how widespread such work-study programs are.

Miss Connor: Why don't we have a hand by institution if any such program is in your area? In New York State, I might say we use the term "library trainee" for such work in the public library and it is widespread throughout the state. Sometimes the word "intern" is used and sometimes "student librarian" is used. I did not know of your program and am glad to know about it. (Show of hands on training programs). It is not as many as I thought in this area.

Let me just comment briefly on Mr. Roberts' report of the meeting held in Rochester on recruiting in New York State. The program in Rochester which was reported to you has been financed with Library Services Act money, a grant from the State or Federal money to the Pioneer Library System. It is our hope that similar programs on inter-system basis will be undertaken, i.e. large regions because there are, as you all know, not very many B. J. Connors around to be had. As he suggested, it is quite possible that such applications sponsored by several systems will be coming to our agency, requesting the grant of federal funds under Title I. It is also our hope that as we move into cross-library types of cooperation, even though this funding is at present under Title I, we may eventually endeavor to have this recruiting system openly recruit for all types of libraries. This area in the North Country is an area where that kind of recruiting should be done. If any of you have questions that specifically relate to the State agency, I shall be glad to talk to you later. Not only does the idea exciet me about field tutors, but a regional association like NCRRRC could play a role in giving these students a sense of dynamic librarianship. For instance, if we had had two or three students with us throughout this conference, wouldn't they have gotten a great deal from it?

I'll conclude with a story about two mentally-retarded men who nevertheless greatly enjoyed fishing. Often they went out without any luck at all, but one day they went out and really kept pulling in the fish. So the one said to the other, "We ought to remember about our luck today and come right back here again." So he reached over the side of the boat, make a large X on the boat, and said this would help. The other one said to him, "What are you doing that for, that won't help us at all, we might not get the same boat again." However you do it, whether you make an X on the side of the boat or some sort of marker in the channel, I think that what we have accomplished here at this conference has been good fishing, and I hope you come back to it again. Now your program chairman, Mary Lou Mallam, will conclude.

Mrs. Mallam: I can't resist making one comment about Roger's statement of the need for a workshop among guidance people. It has been a long standing sore spot with the staff at the St. Lawrence Library, that every year the university holds an annual Career Conference to introduce to the graduating seniors the possibilities open to them; and to the best of my knowledge they have never asked the librarians to attend that conference. This is the sort of thing I believe is unfortunate.

Because this is a first and we didn't know exactly what we were doing, we are very interested in any comment, suggestions or criticisms that you may have. I hope to be able to write to all of you and ask you to reply on this question;

but before we leave and because we have been an international conference, I wonder if Mr. Redmond is here and would like to make some comments from his point of view as to how he feels about our meeting?

Mr. Redmond: I think it is not often at a conference that somebody has a second chance. Usually you have your say and then you are wiped out. So I am pleased that Mrs. Mallam has given me a chance. The first thing I want to say is that I think we owe to Mrs. Mallam a very, very hearty thank-you for a conference that has been most effective and intense with personal togetherness, which I think has been almost entirely her own doing.

Of many things which have come out of this conference, I think there have been as many questions raised as there have been problems solved. One of the things that came up this morning that interests me is the idea which Dr. Greer has given of field tutors, and independent study. This interests me because the library association in Great Britain is moving away from independent study and field tutors toward study in schools of librarianship; and on this continent we are moving toward such independent study. Whether we will meet in the middle on a common ground and agree that there is a basis for using both methods, or whether we oscillate, I don't know. I have been a supervising tutor, have had students under me who were studying for library association exams.

I think this conference has brought out the fact that no library, to paraphrase a quotation, is an island unto itself. This we already knew. Carrying on the metaphor of the two men in the boat, I think that every library is periodically dropping stones in the water and circles widen from those. You are not alone dropping stones in the water, there are a great many people in other boats dropping stones in the water too, and these circles are continually intersecting. It becomes evident that cooperation is a very necessary thing. Up in our area where a great many libraries are weak and ineffective, but are trying to grow and become effective, they must cooperate or die. And government action, the new Public Libraries Act, has in effect moved in this way to try to choke off the weak units and make the stronger units cooperate. It becomes evident that you can not carry this on solely at one level. You cannot carry it on in a single, local area, be it one city or one county or one state-side. You can not carry it on at a single level of library, be it college, public or special libraries. It also becomes evident that you do not necessarily need to be formal. We have seen examples, we have talked to each other about such examples, of interlibrary cooperation where the cooperation was entirely unstructured and entirely voluntary and very effective. You can also have structured cooperation, you can have cooperation which involves very elaborate structure, and if this is the case, it involves very considerable money, indeed, which has to be put up, almost certainly by one of the larger units of government. However, it becomes important, I think, that we do not take formal structuring as the only kind of cooperation we should do. It becomes important that the librarian of any one type of library remember about the other types of library. That is, the special librarian is willing, as Mrs. Kraus has indicated, to cooperate when it is within the capabilities of that special library's responsibility to its own community. The college librarian, whose primary responsibility is to his own academic community, can still cooperate very effectively or, as in the 3R system, can be the resource center for a formal structure. The public librarian who sometimes feels that the other kinds of librarians (college and special) are looking down their noses at him, the public librarian can, I think, rely on cooperation from these other types of libraries; and I think there are unexplored possibilities here. I don't think, however, that the public librarian has any right to insist on or expect cooperation; all of this has to be on a good-will basis.

But we have only begun to cooperate. Some questions came to us in discussion groups yesterday, and I only wish reports could have been summarized on them. Let me just throw off one or two ideas. Inter-library loan, it was suggested, needs further exploration. As you know, the postal rates in the United States are up for review (I guess they are permanently up for review). The inter-library loan rate has been one thing considered here, and I might point out that the proposed scale will only bring it up to what the Canadian scale is now. However, we have the advantage in Canada, that one pays the postage on an outgoing inter-library loan package--the package comes back free. These rates don't apply across the border. If you send a book across the border, it has to go by ordinary parcel post or printed matter rates. Here is an area of cooperation which we should investigate. I would suggest that in these wider areas, you people in the North Country have your chance now.

That cooperation can be international I think is almost incidental to the main theme of this conference. I think what we have demonstrated is that cooperation can exist and is necessary and does exist on both sides of the border. If by international we mean traffic back and forth across the border, this is probably almost irrelevant. Cooperation will exist in a natural region whatever it be, or areas which have common interests. If this can be advanced by state funding, provincial funding or area funding from whatever source, the region then becomes even more tightly knit; you are relatively tightly knit here in New York State. We are developing systems of this kind in Ontario. Hence I don't think that we need to worry too consciously about cooperation back and forth across the border. I am not saying, in any sense, that this is unimportant or that you can forget that there is another country across the ditch; but you have a system and have wires that tie you to other libraries. Make use of them and remember that we now (for two or three weeks) have one of those tentacles of wire going across the ditch from the American to the Canadian areas.